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ABSTRACT

This document describes the progress that Ohio has made toward the six National Education Goals during the 1992-93 school year. Notable improvements have been made, particularly in Head Start programs and student performance on the Ohio Ninth-Grade Proficiency Tests. New baseline data are available for goals 5 (every American adult will be literate and able to compete in a global economy) and 6 (schools free of drugs and violence) through the Ohio Adult Literacy Survey--the Youth Risk Behavior Survey. Additional information is included on the arts and physical well-being of students. Chapters on each goal provide benchmarks and detail what Ohio needs to do and what individual citizens can do. Five tables and four figures are included. (LMI)

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ED 367 046

Office of the Governor

Expanding Opportunities for Success

Ohio's Third Annual Progress Report on Education

September 1993

U.S. DEPARTMENT OF EDUCATION
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Governor

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Table of Contents

Letter of Transmittal.....1

Executive Summary.....2

National Education Goal 1.....7

National Education Goal 2.....16

National Education Goal 3.....25

National Education Goal 4.....34

National Education Goal 5.....44

National Education Goal 6.....53

Appendix.....61

Letter of Transmittal

As members of a democracy, each of us must actively engage in examining and responding to the ever-changing needs of our society and the world in which we live. This is especially true in terms of the educational opportunities we provide every Ohioan. Improving the quality of the education our children receive is the key to ensuring that our state has a prosperous economy and vibrant future. Very simply, our children must develop the necessary skills and knowledge to obtain and keep a job, and our employers must be able to draw upon a work force that is trained or is capable of being trained for the workplace of tomorrow. "Just as good" is not good enough anymore in education. We must be committed to change and willing to take risks if Ohio is to fulfill its promise to its citizenry.

The critical first step toward better education was taken over four years ago when then President Bush and the nation's governors adopted six national education goals providing a framework for improvement to the year 2000. These goals bring to the fore the importance of education and the need for change. Calling as they do for higher graduation rates and improved academic achievement, the goals are communicating an unmistakable message to the American public: *The measure of our success in education will be the* ***results*** *we achieve rather than the means employed to obtain them.*

Ohio is firmly committed to each of the six national goals. The combined efforts of our state agencies and the private sector to monitor our progress annually is a clear indication of the strength of that commitment. *Expanding Opportunities for Success, Ohio's Third Annual Progress Report on Education,* records the gains—and losses—that have been made while in pursuit of the goals during the year ending September 30, 1993. As in our 1992 progress report, indicators of where Ohio stands are presented as well as benchmarks identifying where we should be by the year 2000.

This year's report documents important improvements made in a number of areas, most notably with respect to participation in our Head Start programs and student performance on the Ohio Ninth-Grade Proficiency Tests. In addition, significant new baseline data is now available for both Goals 5 and 6 through the Ohio Adult Literacy Survey and the Youth Risk Behavior Survey. Ohio's 1992 progress report stated our intention to incorporate information on the arts and the physical well-being of our students as elements that also influence the academic success of our students. As such, items relevant to these two areas were added as integral components of Goal 3.

The following pages highlight our progress on the six goals. More detailed information is available in the chapters provided for each goal. Citizens who would like additional information on specific programs identified are invited to use the telephone numbers provided. Each of us has a voice and a responsibility to Ohio's public education system and to our children. We will not be successful in improving education if every Ohioan is not committed and involved at every step along the way.

George V. Voinovich
Governor, State of Ohio

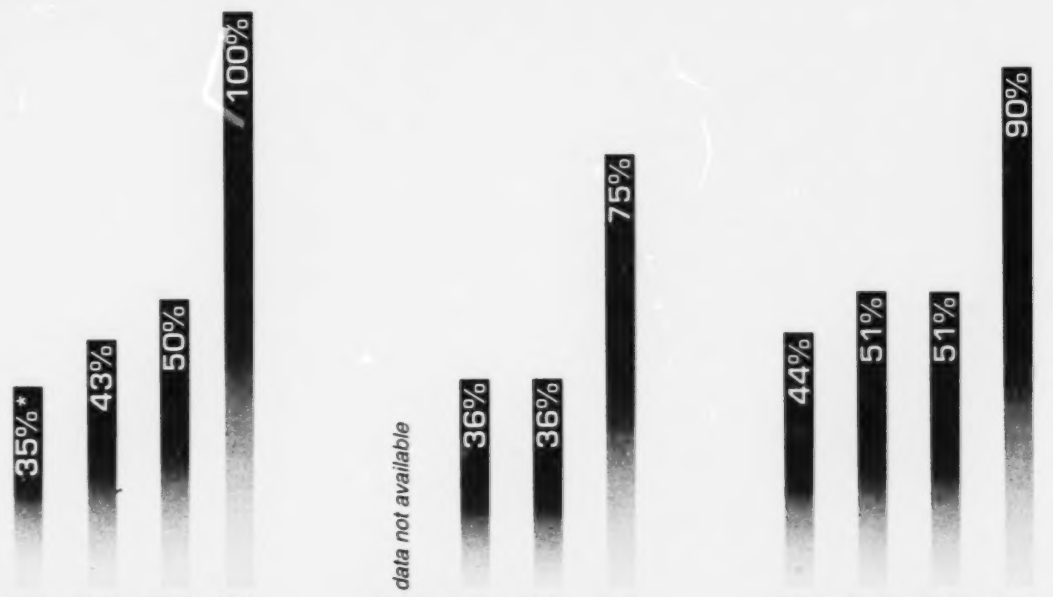
Executive Summary

Goal 1: *By the year 2000, all children in America will start school ready to learn.*

Goal 1 calls for each and every Ohio child to achieve his or her fullest potential, affirming that a parent is the child's first—and most important—teacher. Goal 1 also calls for services to be provided to children and families who need and want them—services that stress school success, community and family support, and preventive health care. Such services can best be delivered through partnerships that enable families to work cooperatively with state and local agencies, private sector leaders, and community organizations.

Ohio's progress on this goal continues to be measured by several indicators that provide indirect measures of school readiness. As can be seen in the figure provided, steady, significant progress is being made in increased participation in our Head Start and public preschool programs. No change occurred during the past year in either the availability of our family support services or the percent of Ohio two-year-olds that are fully immunized. Additional resources must be targeted to family support programs if we are to ensure progress in this area. With the aggressive initiatives currently underway by the Ohio Department of Health, it is anticipated that the latter percentage will increase in 1994.

Goal 1 Benchmarks

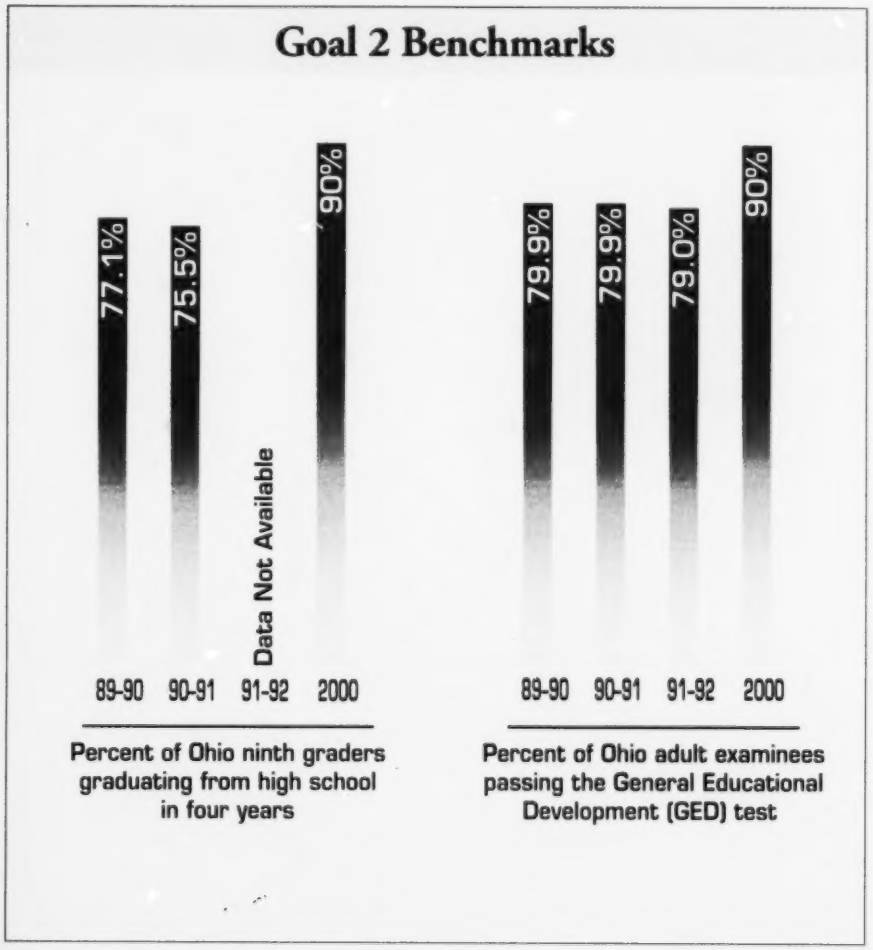


*Percent reflects only Head Start participation, not students in public preschool programs.

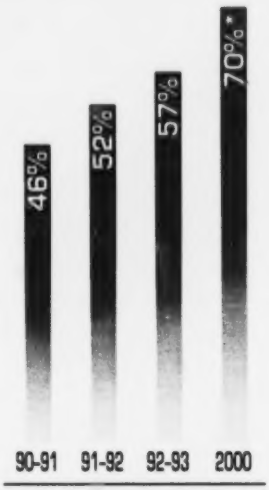
Goal 2: *By the year 2000, the high school graduation rate will increase to at least 90 percent.*

If Ohio is to achieve a 90% graduation rate, a concerted effort must be made to better meet the individual needs of each student. Those Ohio students who will graduate in the year 2000 are already in the sixth grade. In developing the programs, practices, and networks of support needed to help today's sixth graders stay in school and graduate, particular attention must be given to the reasons why students fail to persist in school and why certain groups of students fare worse than others.

This year's lack of benchmark data for Goal 2 clearly shows the difficulties inherent in the change process. As required by law, Ohio is establishing the Education Management Information System (EMIS), which will provide local schools and state policy makers with critical information about our public education system. As is to be expected when implementing such a comprehensive tool, technical difficulties with the collection and analysis of the data have arisen, preventing an accurate reporting of Ohio's graduation rate for the Class of 1992. EMIS will ensure, however, that accurate statistics are available next year for the Class of 1993.



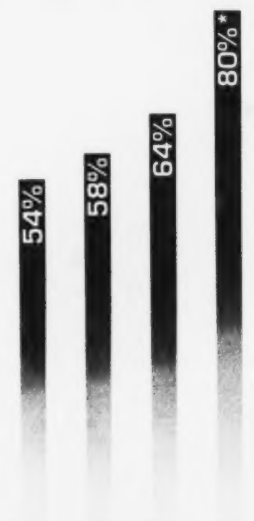
Goal 3 Benchmark



Percent of students passing all sections of the Ohio Ninth-Grade Proficiency Tests after two attempts

*Later tests will have higher standards and more rigorous content.

Goal 4 Benchmark



Percent of students passing the mathematics portion of the Ohio Ninth-Grade Proficiency Tests after two attempts

*Later tests will have higher standards and more rigorous content.

Goal 3: *By the year 2000, American students will leave grades four, eight, and twelve having demonstrated competency in challenging subject matter including English, mathematics, science, history, and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.*

Every Ohio citizen has a major stake in having our elementary and secondary students achieve high performance standards in rigorous subject matter as is called for in Goal 3. Concerned parents want their children to do well in school. Committed teachers want to extend their students' accomplishments to higher levels. And active civic and business leaders want to be assured that their future employees will come from a highly skilled, motivated work force.

Ohio's progress toward this Goal is reflected in the benchmark relating to student performance on the ninth-grade proficiency tests. Continuous improvement is occurring in the percent of our ninth-grade students passing all sections of the tests after two attempts. As was stated in last year's report, by the year 2000, we expect to achieve at least 70% student passage of all five (with science) sections after their second attempt.

Goal 4: *By the year 2000, U.S. students will be first in the world in science and mathematics achievement.*

Citizenship in a technological age places a premium on scientific literacy—knowledge of science, mathematics, and the know-how to apply these subjects through technology. General scientific literacy, however, has historically been an elusive goal of our educational system. Now, the economic well-being of our nation is directly linked to our ability to accomplish Goal 4. The ability to solve problems, make effective decisions, and participate fully in our democratic society increasingly depends on the scientific and mathematical competency of our citizenry.

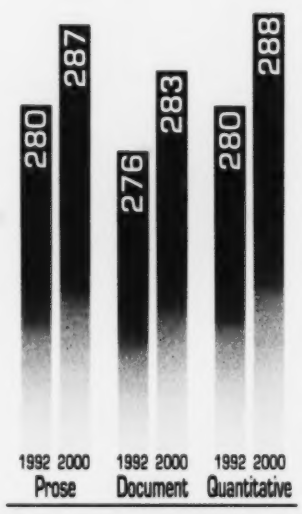
Ohio's achievement toward Goal 4 is measured by student performance on the mathematics section of the ninth-grade proficiency tests. After two attempts, 64% of the Class of 1996 passed the mathematics portion of this test representing a 6% increase over our results last year. A science proficiency test will be added during the 1995-96 school year, becoming a second key benchmark for this goal.

Goal 5: *By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.*

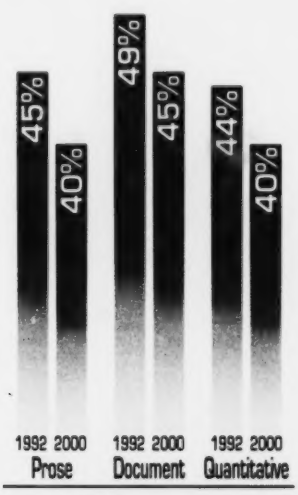
As Goal 1 expands our understanding of education to include school readiness, Goal 5 extends those parameters even further to encompass the areas of adult literacy, work-force development, and lifelong learning. The need for significant improvement in the literacy and basic skills of Ohio's citizens is linked directly to the quality and competitiveness of our work force. Ohio is responding to this issue by maximizing all of our resources—human and capital—through state and local collaborative efforts. Utilizing our public and private resources to the fullest will enable our state to better promote lifelong learning and continuous improvement leading to the creation of a high performance work force by the year 2000.

This is the first year Ohio has had benchmarks for Goal 5, providing a baseline for subsequent years. Data from our participation in the Ohio Adult Literacy Survey (OALS) provides important information on the types and levels of literacy skills of our adult population age 16 and older. The results from the OALS show that although most Ohioans can perform the most basic literacy tasks, a large number have very limited literacy skills. While these adults are not illiterate, their limited skills severely restrict their ability to achieve both their personal and economic goals.

Goal 5 Benchmarks



Ohio's average proficiency level in each of the three literacy scales on the OALS



Percent of Ohioans performing at the two lowest levels of the OALS in each of the three literacy scales

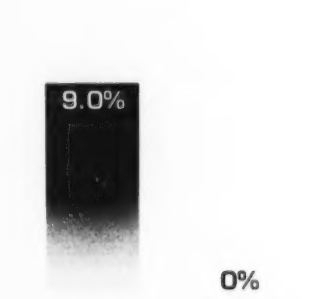
Note: Results are reported for each of the three areas on a scale of 0–500.

Goal 6: *By the year 2000, every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.*

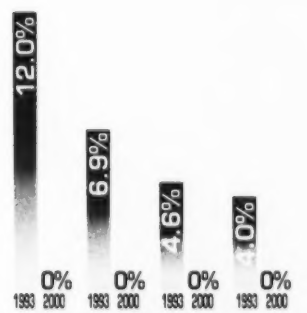
Providing safe, drug-free learning environments will help ensure every Ohio child has the opportunity to focus his or her attention on learning, better allowing them to achieve to their fullest potential. As is true for every goal, the most successful efforts directed at our progress in Goal 6 have also been collaborative ones. That is why state and federal programs, schools, law enforcement agencies, and other community organizations must continue to join in partnership to better target their resources in this area.

This is the first year that benchmarks have been identified for Goal 6 using the results from the Youth Risk Behavior Survey (YRBS) recently administered to a sample of Ohio students in grades 9 through 12. Information on weapon carrying and drug use on school property 30 days prior to the administration of the survey have been selected as our state's benchmarks. The YRBS will be repeated in 1995, 1997, and 2001, supplying Ohioans with important statistics on this goal over time. Ohio's EMIS will also be used to measure our progress on Goal 6 with data on student suspensions, expulsions, and truancy. As was noted in Goal 2, this system is currently being phased in, and statewide data are not yet available but will be included in our 1994 report.

Goal 6 Benchmarks



Percent of students who carried a gun, knife, or club on school property within the past 30 days



Percent of students who used the above substances on school property within the past 30 days

Goal 1: By the year 2000, all children in America will start school ready to learn.

Preparing our children for kindergarten and for more formal school programs in the elementary grades and beyond is of critical importance for both the child and for the future of our communities. Families, teachers, program administrators, and communities must all play a role in helping each child develop to his or her fullest potential.

Increasing numbers of young children, however, are adversely affected by the social and economic conditions of today's world—divorce, desertion, poverty, abuse, and family unemployment are a day-to-day reality for too many of our children. If such conditions persist, Ohio's growing problems of teen pregnancy, crime, and substance abuse will worsen.

The successful resolution of these difficult problems requires cost-effective, comprehensive solutions that emphasize preventive action. It is in the best interest of all children and their families for Ohio's education, health, and human service systems to work at the state and local levels in partnership with each other and with other private agencies and organizations. Working together, we can better provide services to those Ohioans who need and want them. Goal 1 calls for each and every Ohio child to achieve his or her fullest potential through services that stress school success, community and family involvement, and health care.

Knowing, as we do, the critical importance of the role of parents in imparting the skills that allow learning to happen, how can we leave to chance their ability to do so?

William Raspberry
Washington Post

To accomplish this important goal, Ohioans remain committed to achieving the following three objectives:

- Provide access to high-quality and developmentally appropriate preschool, early intervention, and support programs for all of Ohio's children whose families choose it, especially those who are disadvantaged or disabled.
- Support parents with the training and help they want to assist them in developing positive interaction with their children. All parents are their child's first teacher and should devote time each day to helping each of their preschool children learn skills and attitudes that are relevant for school success.
- Reduce significantly the number of Ohio's low birthweight babies through enhanced prenatal health-care systems so that our children will receive the nutrition and health care needed to arrive at our schools with healthy minds and bodies.

Ohioans are promoting improvement in the delivery of and access to services while also recognizing and building on the strengths of our families. Our state's continued progress toward meeting these objectives is being measured by several indicators that target the services provided in preschool programming, parent involvement, and child health that contribute to readiness. As was reported in Ohio's 1992 report, many of these indicators still represent indirect measures of school readiness. Debate continues about developing the most appropriate tools to directly assess readiness without labeling, stigmatizing, or classifying individual children. While Ohio works to assure children are ready for school, we must also continue to work to assure that schools are ready for children.

Achieving each of the objectives for Goal 1 will thus require the interaction, support, cooperation, and collaboration of everyone in Ohio—families, public and private service providers, schools, community organizations, government at all levels, and private sector leaders. As can be seen in the next section, while Ohio is making significant progress in some areas, we show little improvement in others.

Goal 1 Benchmarks

Percent of children ages 3 and 4 living in poverty and participating in Head Start or public preschool programs

1990-91	35%*
1991-92	43%
1992-93	50%
1999-2000	100%

Percent of Ohio school districts that have family support and education services available and accessible to families, such as Parents as Teachers, Training Ohio's Parents for Success, or Family Life

1990-91	NA
1991-92	36%
1992-93	36%
1999-2000	75%

Percent of fully immunized Ohio two-year-olds

1990-91	44%
1991-92	51%
1992-93	51%
1999-2000	90%

* Percent reflects only Head Start participation, not students in public preschool programs.

Where Ohio Stands

Expanding high quality preschool and early intervention services for Ohio's disadvantaged and disabled children

To measure progress over the past year on our first objective, Ohio will continue to use statistics for Head Start and public preschool participation, the number of children with disabilities receiving appropriate services, and the percentage of child-care and preschool programs meeting the accreditation standards of the National Association for the Education of Young Children (NAEYC). Participation in Head Start and public preschool programs remains as one of Ohio's three benchmarks for this Goal. (See Goal 1 Benchmarks.)

- 47% of Ohio's three- and four-year-old children living in poverty are participating in Head Start, an increase over last year's participation rate. Another 3% are enrolled in public preschool programs. Ohio has been making steady progress in this area since 1990-91. (Source: Ohio Department of Education, 1992)
- 44% (12,742) of Ohio children with disabilities from birth through age 2 and 60% (12,618) of those ages 3 through 5 are receiving early intervention services under the Individuals with Disabilities Education Act (IDEA). (Source: Ohio Department of Education, Ohio Department of Health, and Ohio Department of Mental Retardation and Developmental Disabilities, 1992)
- 3% (120) of Ohio's child-care and preschool programs licensed by either the Ohio Department of Education or the Ohio Department of Human Services meet the high quality accreditation standards of the NAEYC. This is an increase of 31 licensed programs that were accredited since our 1992 report. (Source: National Association for the Education of Young Children, 1992)

Supporting the child's first and most important teacher—the parent

Parent involvement in education is critical to achieving all six education goals; it is an integral component of many program initiatives. This is an area, however, in which the data available are both extremely limited and fragmented. Information we are currently using to reflect progress and commitment to Ohio's second objective for Goal 1 includes participation in parenting education programs and services, and the percentage of our children in foster care.

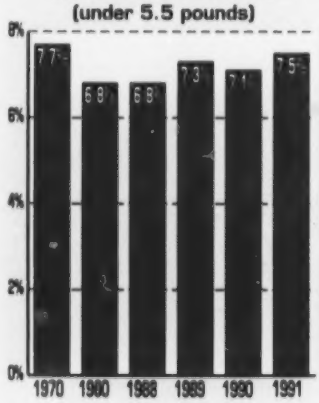
- 36% (220) of Ohio's 611 public school districts offer family support and education services or structured parenting programs. There is no change from last year due to lack of additional funding for program expansion and/or development. (Source: Ohio Department of Education, 1992)
- 3% (780) of Ohio's school-age parents received comprehensive services such as child care, parenting education, counseling, physical and mental health services, and social services. This indicator also reflects no progress. (Source: Ohio Department of Education, 1992)
- 2% (8,807) of our secondary school students participated in parenting education classes in public schools, a 2% decrease in participation over last year. (Source: Ohio Department of Education, 1992)
- 36% (6,092) of Ohio's children in foster care were age 6 and under; this is 3% (69) fewer children of this age group than last year. (Source: Ohio Department of Human Services, 1992)

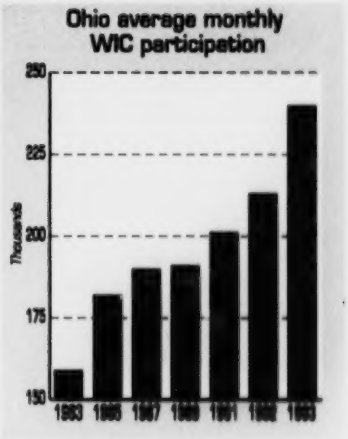
Providing adequate health-care services to Ohio's children

Ohio can decrease the risk of failure in education. We will measure our progress in meeting the third objective of Goal 1 through indicators on the provision of health-care services, including prenatal care and Medicaid. Ohio continues to use information on child immunization by age 2 as the benchmark for this objective. (See Goal 1 Benchmarks.)

- 51% (85,231) of Ohio's two-year-olds were fully immunized in 1992, reflecting no change from the previous year. With aggressive initiatives underway by the Ohio Department of Health, it is anticipated that the percentage will increase in 1993. (Source: Ohio Department of Health, 1992)
- 7.5% (12,428) of babies born in Ohio in 1991 were low birthweight (less than 5.5 pounds) or very low birthweight (less than 3.3 pounds). This percentage remains relatively constant. (Source: Ohio Department of Health, 1992)
- 38.4% (5,293) of Ohio women enrolled in Medicaid and 45% (8,878) of maternal and child health-care clinic participants received prenatal care during the first trimester. (Source: Ohio Department of Health and Ohio Department of Human Services, 1992)
- 13.9% (23,020) of the babies born in this state were to women 19 years old or younger; last year the percentage reported was 13.7%, indicating that 85 *more* babies were born to teen parents this year. (Source: Ohio Department of Health, 1992)

Percent of low birthweight babies born in Ohio
(under 5.5 pounds)





- 99.8% (83,706) of Ohio children under age 1 and 58.5% (130,550) of children between the ages of 1 and 5 who were enrolled in Medicaid received preventive services and routine checkups through the Medicaid HEALTHCHECK program. Therefore, the total number of children below age 5 served was 214,256, comparing favorably to the 151,287 served in 1991. (Source: Ohio Department of Human Services, 1992)
- 67.4% (240,410) of Ohio women and children eligible for the supplemental food program—Women, Infants, and Children (WIC)—received services. While this is a 6.6% decrease in the percentage served as reported last year, Ohio actually increased the total number served by 36,641 women and children. (Source: Ohio Department of Health, 1992)

What Ohio Is Doing

Tremendous efforts are being made in Ohio to provide high-quality, comprehensive services to our young children and their families. The following provides summary information on some of the more significant initiatives.

Increasing accessibility and improving the quality of Ohio's early intervention and support services for our disadvantaged or disabled children

- Ohio remains the nation's leader in the largest contribution to **Head Start.** With an increase in funding of more than $40 million from 1993 to 1995, 47% of Ohio children who are eligible for this program will be served compared to one third nationally. Not only is our state expanding Head Start services, but with the formation of the Governor's Head Start Task Force, the quality of local programs will also be safeguarded and enhanced. The task force was established to review and make recommendations in the areas of facilities development, program licensing, coordination with other providers, and quality assurance.

  ☎ Contact: *Ohio Department of Education, (614) 466-0224*

- The coordination of services affecting Ohio's young children and their families has also been enhanced through the **Head Start – State of Ohio Collaboration Project.** The purpose of this initiative is to build partnerships between Head Start and other state programs. The resulting collaboratives are aimed at comprehensive programming for children, shared parent and staff training, and transportation services.

  ☎ Contact: *Office of the Governor, (614) 644-7368*

- The early identification of Ohio children with possible developmental disabilities will be enhanced due to an interagency agreement established between the Ohio Department of Health and the Ohio Department of Education for coordinated "child-find" activities.

  ☎ Contact: *Ohio Department of Health, (614) 644-8389*

- As reported in 1992, Ohio's Department of Mental Retardation and Developmental Disabilities continues to make assistance available in planning collaborative early childhood family centers that meet local needs. Funds can be used to renovate or build these centers where such services as Head Start, health clinics, parent programs, child care, preschool education, and mental health services can be housed.

  ☎ Contact: *Ohio Department of Mental Retardation and Developmental Disabilities, (614) 466-7203*

- State legislation has been enacted to coordinate a variety of child-care funding streams and to provide for a statewide network of child-care resource and referral services. One component provides information to Ohio's parents on how to select quality child care and offers technical assistance to child-care providers in establishing quality programs throughout the state.

  ☎ Contact: *Ohio Department of Human Services, (614) 466-1043*

Providing comprehensive services to Ohio's families

- The **Ohio Family & Children First** initiative is a commitment by the state to strengthen and support families, putting our public resources to work for their benefit. Nine pilot sites have been selected for 15-month planning grants. These counties will be partners with the state as we continue our efforts to streamline the social service system to provide more efficient and coordinated services. Eight of the pilot sites are in the following counties: Ashtabula, Cuyahoga, Hamilton, Lawrence, Lucas, Perry, Stark, and Van Wert. The ninth pilot site is a consortium that encompasses Adams, Brown, Clinton, Fayette, and Highland counties.

  ☎ Contact: *Office of the Governor, (614) 752-4044*

- **Ohio Family to Family** is a strategic planning effort to reform Ohio's foster care system. Through a planning grant from the Annie E. Casey Foundation to Hamilton and Cuyahoga counties, Ohio intends to redesign and reconstruct foster care making it neighborhood based, culturally sensitive, and located primarily in those communities where the children involved live. The project will also direct its efforts to reducing the number of children and their length of stay in out-of-home care when possible. This project is a component of the Ohio Family & Children First initiative.

  ☎ Contact: *Ohio Department of Human Services, (614) 466-1213*

- Designed to keep pregnant and parenting teens enrolled in school through graduation, **Ohio's Graduation, Reality, and Dual-Role Skills (GRADS)** program teaches parenting skills and positive health practices, and assists participants in developing their career goals. GRADS served 246 more Ohio teens than last year, for a total of 10,594 students in 1992.

  ☎ Contact: *Ohio Department of Education, (614) 466-3046*

- The **Ohio Children's Trust Fund** once again awarded over $3 million in 1992 for 242 community, county, and statewide programs to prevent child abuse, neglect, and sexual abuse in Ohio. In 1991, this project awarded over $3 million to 237 programs. Half of the grants were awarded to target prevention efforts on behalf of infants and preschool-age children. Approximately 8,023 parents of infants and preschool-age children received parent education and support services through grants awarded to 65 local organizations.

  ☎ Contact: *Ohio Children's Trust Fund, (614) 466-1822*

- The **Ohio Prevention Coalition Fetal Alcohol Syndrome (FAS)** pilot project will establish surveillance and primary, secondary, and tertiary prevention for fetal alcohol syndrome by addressing the needs of children, families, and communities experiencing FAS. Designed to be very economical so that it can be easily duplicated, this project uses existing resources available in most communities. Children enrolled in Head Start programs will be screened for FAS and then referred to a Regional Genetics Center for further evaluation, assessment, and follow-up as needed. Children and family services will be made available to all involved in the process, whether or not the child is diagnosed as having FAS. FAS primary prevention programs will also be developed based upon screening outcomes and community needs.

  ☎ Contact: *Ohio Department of Mental Retardation and Developmental Disabilities, (614) 466-7592*

Expanding and enhancing our health-care systems for Ohio's children

- **Healthy Families/Healthy Start** is a combined effort between the federal government and Ohio agencies to reduce infant mortality in 15 Cleveland neighborhoods that have infant mortality rates at least 150% above the national average. In addition to a broad consortia of health-care educators, researchers, and public and private lenders, the program has the active involvement of both the Ohio Departments of Health and Human Services. The unique feature of this program is the involvement of individuals from the community in educating mothers-to-be about the importance of getting early prenatal and well-child care.

  ☎ Contact: *Ohio Department of Health, (614) 466-5332*

- To address the overall infant mortality rate as well as the disparate rate for African-Americans, the Bureau of Maternal and Child Health has initiated and maintained a variety of projects and activities. For example, the **Ohio Infant Mortality Rate Initiative (OIMRI)** was designed to provide prenatal outreach services that would encourage Ohio's mothers-to-be to get care early in their pregnancy. Pilot counties were selected for the Prenatal Smoking Cessation Program and two OIMRI projects received Women, Infants, and Children (WIC) funds to expand services to high-risk, low-income pregnant women.

  ☎ Contact: *Ohio Department of Health, (614) 466-5332*

- Through the **Community Alternative Funding System (CAFS),** Medicaid funds were made available in 1991 to Ohio's public schools to provide medical treatment and related support services to children with disabilities and their families. In April 1993, there were 218 school districts that were certified as CAFS providers; 86 county boards were also involved with this project. Over 800 children with disabilities ages birth through 5 and their families received medical treatment and support services. Ohio has received over $35 million in federal financial participation (FFP) through this initiative.

  ☎ Contact: *Ohio Department of Mental Retardation and Developmental Disabilities, (614) 466-1907*

- Many states around the country are beginning to recognize that families with children who have developmental disabilities have special needs and expenses that other families do not have. To help these families keep their children at home, cash assistance or subsidy programs are being developed. The expectation is that if children remain at home with their families, they will have a better chance of remaining a part of community life in the same manner as do children without developmental disabilities. The Ohio Developmental Disabilities Planning Council is therefore funding a Cash Subsidy Feasibility Study to learn if our state should have a statewide publicly funded cash subsidy program. This pilot project will provide funds to a total of 20 families in Franklin and Madison counties caring directly for a family member at home who is under the age of 18 and who has a developmental disability. Families will use local banks to access the funds through a checking account or a debit or ATM card.

  ☎ Contact: *Ohio Developmental Disabilities Planning Council, (614) 466-5205*

- In 1992, the Ohio Department of Human Services implemented three major policy changes designed to improve access to prenatal care for Medicaid-eligible women by encouraging more physicians to serve them. These initiatives include (1) increased payment rates for prenatal visits and deliveries, including an enhanced rate for seeing recipients early in their pregnancies; (2) the simplification of coding, billing, and claims payment for prenatal care; and (3) enhanced pregnancy services, including education and counseling, case management, and transportation services.

  ☎ Contact: *Ohio Department of Health, (614) 466-5332*
  Ohio Department of Human Services, (614) 644-1241

What Ohio Needs To Do

With all the work that has been done, there is still a great deal left to do. For Ohio to achieve each of the objectives of Goal 1, our agencies, our schools, and our communities must continue to work together to develop and identify effective methods for delivering integrated services more effectively to children and their families. The collaborative approaches must address improved accessibility to an essential core of social services, such as basic health care, nutrition education, early education and care—services that will protect and nurture our children and promote the stability of our families.

- Target more support and resources for children with the greatest risk of failure—those in poverty, violent environments, and those with disabilities. Sustained public support for this effort is critical.
- Identify effective strategies for informing Ohio's parents about how they can identify quality early-childhood programs. The Ohio Departments of Human Services and Education must assist local providers in meeting the challenging standards of NAEYC accreditation when applicable. They must also support local communities in ensuring quality expansions and improvements for local programs.
- Create a "transition task force" to establish model systems to prepare Ohio's children for transition to kindergarten. This task force must involve parents, public and private early-care and education programs, other service providers, and local public schools. A statewide training plan still needs to be developed with attention given to increasing the number of kindergartens with practices appropriate to a young child's development.
- Identify the barriers that prevent Ohio's mothers-to-be from seeking prenatal care in their first trimester. Evaluate Ohio's current policies and practices in order to develop new strategies designed to ensure that early prenatal care is obtained.
- Examine all state and federally supported parenting programs to reduce possible duplication, create appropriate incentives for attending such programs, and ensure that all teen parents and others seeking these services can obtain access. Strategies to reduce domestic violence, which impacts directly on children and families, must also be designed and incorporated into parenting programs. Programs that support building strong, healthy families must be made available in every Ohio community.
- Identify methods for establishing family-centered, neighborhood-based family foster care services. Data collection across child-serving systems should be implemented and used in planning and measuring objectives for children placed in out-of-home care settings.
- Establish school-based or school-linked family resource centers that can integrate service delivery to better respond to the unique needs of children and families who want and need education, social, and human services.

Families

- Make time each day to talk, play, read, and work with your children to help them learn and grow. Carefully select, monitor, and limit your child's television viewing.
- Obtain a primary physician and dentist; get regular checkups.
- Participate in parenting programs offered by your school, child-care center, preschool, and/or community.
- Visit your child's early childhood program or programs regularly, whether it is Head Start, preschool, a child-care center, a family day-care provider, Sunday school, or something else.

Businesses

- Review your company's health insurance policy to ensure it covers immunizations, prenatal care, and other preventive services.
- Develop employee leave policies supporting parental participation in early childhood programs and health care. Offer child-care benefits for employees, which may include on-site child care.
- Establish volunteer networks that can provide support and expertise to your community's local schools, social service agencies, and other organizations serving children.

  ☎ Contact: *Ohio Chamber of Commerce, (614) 228-4201*
- Get involved. Adopt a Head Start, child care, or teen parent program.

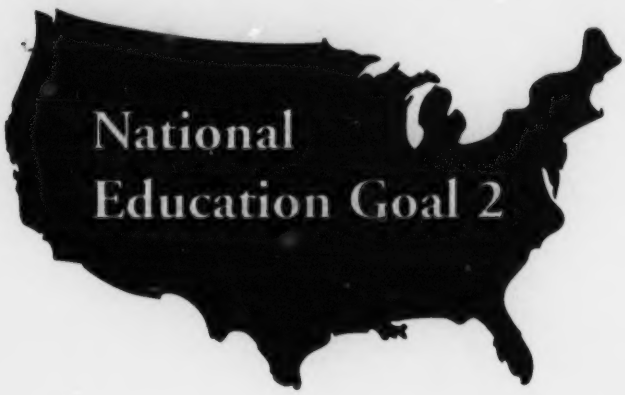
Communities

- Design your communities to include inviting, creative space and activities for young children at places such as parks, libraries, shopping malls, playgrounds, zoos, and museums.
- Establish community-based family resource centers that are either school-based or school-linked for those families in your community needing assistance.
- Establish a community task force to develop strategies to assist early childhood care and education programs in becoming accredited by the National Association for the Education of Young Children (NAEYC).

  ☎ Contact: *NAEYC's National Academy of Early Childhood Programs, (800) 424-2460*

Schools

- Involve family members in your school by having them assist in the classroom working directly with children. Provide parents and families with information, peer support, and other services to help them meet the developmental needs of their children.
- Make parenting education available to all students.
- Develop transition plans with parents and local child-care providers for children entering your kindergarten programs. Implement programs based on sound early childhood theory and practice for children in preschool through grade 3.



Goal 2: ***By the year 2000, the high school graduation rate will increase to at least 90 percent.***

Due to data collection problems, Ohio does not know the graduation rate for 1992. However, the graduation rate in 1991 was 75.5%; in 1990, it was 77.1%. While not a definitive trend, this is certainly movement in the wrong direction.

As Ohio's citizens search for new ways to keep students in school and engaged in productive learning, many are also preparing for the potentially negative impact of the mandated proficiency testing. In the long term, proficiency testing will help ensure that all Ohio youth acquire the basic skills needed to function effectively in society. It will also better direct our school improvement efforts. In the nearer term, proficiency testing may discourage some students who are already struggling to complete the traditional graduation requirements resulting in a decrease in the high school graduation rate. We must, therefore, plan to attain Goal 2 by developing both intermediate and long-term strategies to help every student graduate. We must demonstrate our commitment to stay with every student until she or he achieves the level of competency necessary for graduation.

Between now and the year 2000, the most effective methods for achieving successful schools will be collaborative ones.

To achieve a 90% graduation rate, Ohio must make a concerted effort to meet the following objectives:

- Provide every Ohio young person with the support he or she needs to stay in school, to pass the ninth-grade proficiency tests, and to graduate.
- Adapt instructional practices in schools to be responsive to various learning styles and supportive of greater continuity between home and school.
- Encourage our schools and communities to involve families, neighborhoods, media, and government in the responsibility for our students' education.
- Recruit teachers who are graduates from Ohio's institutions of higher education and who are representative of our population's rich, cultural diversity.
- Motivate educators at all levels to work together to smooth students' transition from one educational level to the next, enabling students to understand the benefits to be gained from their achievement at each level.

Those students who will graduate in the year 2000 are already in the sixth grade. In developing the programs, practices, and networks of support that will help today's sixth graders stay in school and graduate, we must pay particular attention to the reasons students fail to persist in school and why certain groups of students fare worse than others. To give every young person in Ohio the kind of support he or she needs to be successful, we must ensure that our educational programs are responsive to students' racial, cultural, and gender differences.

Part of the solution is in developing our understanding of education as a shared responsibility. This means that even as we encourage individual students to succeed, we need to look for new ways to involve families, neighborhoods, media, employers, and government in the education process. It is clear that between now and the year 2000, the most effective methods for achieving successful schools will be collaborative ones.

Ohioans must also continue to make systemic and societal changes that will increase high school graduation rates. A first step is recognizing the importance of the interrelationships that exist between and among the six national education goals. We must realize that our efforts to increase graduation rates will fare only as well as our efforts to have all children start school ready to learn, to increase student competency in core subjects, and to make every school environment conducive to learning and free of drugs and violence. We must work toward a conscious continuity in educational programs and practices from preschool to graduate school.

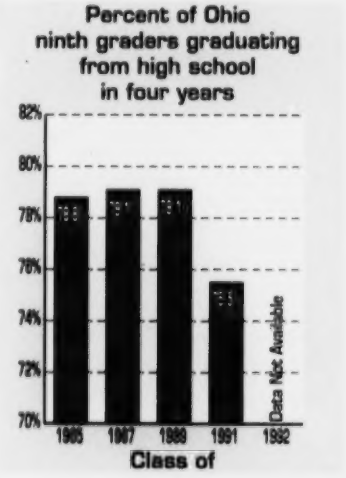
Goal 2 Benchmarks

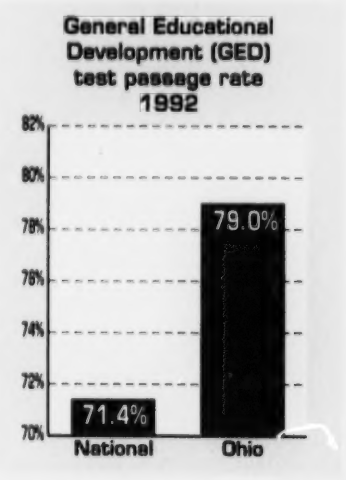
Percent of Ohio ninth graders graduating from high school in four years

Class of 1990	77.1%
Class of 1991	75.5%
Class of 1992	NA
Class of 2000	90.0%

Percent of Ohio adult examinees passing the General Educational Development (GED) test

1989-90	79.9%
1990-91	79.9%
1991-92	79.0%
1999-2000	90.0%





Where Ohio Stands

Increasing the number of Ohioans who graduate

While only in its second year of operation, the Ohio Department of Education's new Education Management Information System (EMIS) is increasing our state's capacity to collect consistent and accurate information on school completion. EMIS has helped Ohio's educational community arrive at common definitions, clearing up many discrepancies that had long gone unnoticed or unresolved.

However, EMIS, in this first year of implementation, has experienced some difficulties in data collection that have resulted in a lack of quality data on Ohio's graduation rate for the Class of 1992. Though problems such as this are to be expected in changes as monumental as the EMIS, it is anticipated that more reliable data will be available next year for the Class of 1993.

Once EMIS is fully implemented, the statewide graduation rate will be based on the number of ninth-grade students who actually earn a diploma in four years, with appropriate adjustments for those who move in or out of their high school and for those registering in nontraditional high schools.

General Educational Development (GED) test data continue to be collected from statewide testing records. The data reveals that 79% of Ohioans taking the GED test passed in 1992. While slightly lower than last year, Ohio's rate continues to be significantly better than the national GED percentage passage rate of 71.4%. (Source: Ohio Department of Education, 1992)

What Ohio Is Doing

To achieve Goal 2, Ohio has numerous strategies at various levels. Critical to these efforts is the approach the Ohio Department of Education is now taking in working with local school districts—moving away from an emphasis on regulations and toward an emphasis on technical assistance that will help districts improve performance.

Innovative state strategies to ensure every Ohioan graduates from high school

- **Project PASS** is a statewide campaign initiated by the Ohio Department of Education to target help to the nearly 17,000 seniors who have not yet passed all four sections of the Ohio Ninth-Grade Proficiency Tests, a requirement for graduation in 1994. The primary goal of this project is to have all students in the Class of 1994 graduate. Business, civic, social, and religious groups across the state are working with students, school representatives, and Department staff. Volunteers work one-on-one with students to bolster their self-confidence and to encourage them to take advantage of every opportunity for help in passing the tests. This individual student contact will continue until each student has passed the tests. (See Goal 3, page 29.)

  ☎ Contact: *Ohio Department of Education, 1-800-2-GRAD-94*

- Support for the **Urban/Rural Demonstration Project (U/RDP)** in Ohio has enabled 12 urban and 3 rural school districts to plan, develop, implement, and evaluate programs directed toward improving services for at-risk students. These efforts have been shown to be effective in increasing the number of those who graduate.

  ☎ Contact: *Ohio Department of Education, (614) 466-5077*

- Ohio's **Effective Schools Process (ESP)** continues to provide grants to local schools throughout the state. Of the 86 high schools receiving grants (up from 76 last year), 100% have targeted their funds at improving instructional and support services to Ohio's students at risk of not graduating with their class.

  ☎ Contact: *Ohio Department of Education, (614) 466-4049*

- Using a team approach, the Ohio Department of Education has focused staff assistance on the 48 districts with the lowest percentage of students passing the ninth-grade proficiency tests required for high school graduation. (See Goal 3, page 29.)

  ☎ Contact: *Ohio Department of Education, (614) 466-2937*

- Programs administered through the **Job Training Partnership Act (JTPA)** provide dropout prevention and school-to-work transition services in connection with local school districts, alternative schools, and community programs. Many of these programs are targeted at dropouts, juvenile offenders, and at-risk youth. JTPA is a partner in a number of the initiatives listed in this report and in many other projects at the local level.

  ☎ Contact: *Ohio Bureau of Employment Services, JTP Ohio Division (614) 466-3817*
  Ohio Department of Education, (614) 466-3900

- The Ohio Department of Human Services' **Learning, Earning, And Parenting (LEAP)** initiative is the product of an interagency agreement with the Ohio Department of Education. The primary goal of LEAP is to improve the educational attainment of Ohio's teen parents receiving Aid to Dependent Children (ADC) assistance but who have not as yet graduated from high school or received a GED certificate. LEAP participants are required to attend school or an acceptable alternative that will lead to a diploma or GED. Those Ohio teens attending an educational program will receive a bonus in their ADC payment; those who fail to do so without good cause can have their payments decreased. According to a national evaluation of the program, 61.3% of Ohio LEAP teens continued in school.

  ☎ Contact: *Ohio Department of Human Services, (614) 466-3196*

Local collaborative efforts to guarantee a quality education for every Ohio student

- **New Futures for Dayton Area Youth** has been instrumental in building consensus among its partners around the idea that educational success for at-risk students is not just a concern for schools but is also a community responsibility. This collaborative effort engages local leaders in dialogue, uses information to shape reform initiatives, raises community awareness, spurs people to action, and supports collaborative demonstration projects. A major priority has been on building community commitment for earlier intervention and prevention. It has focused both attention and resources on early adolescents and their middle schools within the Dayton City Schools, resulting in improved attendance, academic achievement, and reduced disciplinary actions.

  ☎ Contact: *New Futures for Dayton Area Youth, (513) 461-5151*

- The **Cincinnati Youth Collaborative** is targeted at improving school attendance, reducing dropouts, and improving academic performance. To accomplish this mission, public-private collaboration continues to support the Cincinnati area schools by providing innovative programs including Educational Talent Search, Mentoring, Career Match, Earn and Learn, Back on Track, Quick Silver, and Bridges to College.

  ☎ Contact: *Cincinnati Youth Collaborative, (513) 621-0033*

- The **Cleveland Initiative for Education (CIE)** mobilizes Cleveland's business, philanthropic, and civic organizations to work with the city's public schools, students, teachers, and parents to ensure that their graduates will be able to support themselves, their families, and their communities in a competitive and changing economy. CIE carries out its programming through a network of operating partners, community collaboratives, and planning partners.

  ☎ Contact: *Cleveland Initiative for Education, (216) 566-5988*

- **Middle College,** a partnership between Cuyahoga Community College and the Cleveland City Schools, provides a high school experience in a college environment for at-risk high school students—students identified as having academic potential but who have had poor attendance records and experienced prior academic failure. This project is a successful example of higher

education using its strengths to meet the needs of the community and the public school system.

☎ Contact: *Cuyahoga Community College, (216) 987-4210*

- The Ohio Board of Regents has established the **Youngstown State University Postsecondary Education Demonstration Laboratory (YSU-PEDL)** to "seal the pipeline" for students from kindergarten through graduate school. Acting in partnership with representatives of all members of the Youngstown community, YSU-PEDL's coordinated efforts will increase high school completion as well as enhance students' access to and retention in postsecondary education.

  ☎ Contact: *YSU-PEDL, (216) 742-1467*

Targeting support for Ohio's teen parents and smoothing the transition from school to work

- An in-school program for pregnant and parenting teens, **Graduation, Reality, and Dual-Role Skills (GRADS)**, focuses on keeping Ohio youth in school, providing information on positive health practices, parenting skills, career goal-setting, and how to balance work and family. GRADS is a two-year course that may be taken for credit. Of the 10,594 students served during the 1991-92 school year, 86.9% graduated from or reentered school by September 30, 1992. GRADS is now a National Diffusion Network (NDN) program approved by the Program Effectiveness Panel (PEP) through the U.S. Department of Education. Having been rated as an exemplary program, GRADS is listed in the NDN catalog and is being disseminated nationally.

  ☎ Contact: *Ohio Department of Education, (614) 466-3046*

- Teen parents who have dropped out of school are assisted by Ohio's **Graduation, Occupation, and Living Skills (GOALS)** program to complete high school or obtain a certificate of high school equivalence. This program also helps students become more effective parents, acquire skills, and secure employment. During the 1991-92 program year, 686 students were served with the following results: 60% entered an Adult Basic and Literacy Education (ABLE) program; 12% progressed toward educational goals beyond ABLE; 8.5% received their certificate of high school equivalence, high school diploma, or returned to high school; and 9% entered employment.

  ☎ Contact: *Ohio Department of Education, (614) 466-3046*

- **Jobs for Ohio's Graduates (JOG)** is a school-to-work transition program targeting at-risk seniors who will have difficulty graduating or being successful in the labor market. Throughout the nine-month period following the end of the senior year, Ohio youth participating in this program are monitored to ensure that they graduate or obtain a high school equivalence certificate. Job development and placement activities are also available to assist these young people. JOG served 3,704 seniors from 95 high schools and 63 school districts in school year 1991-92. The nine-month follow-up shows that 91% of the senior class JOG participants graduated, and 80% of those graduates became employed or continued their education. Additional funds were provided in the state budget to expand this program statewide.

  ☎ Contact: *Ohio Department of Education, (614) 466-5718*

- **Occupational Work Adjustment (OWA)** and **Occupational Work Experience (OWE)** programs serve academically and economically disadvantaged students who are at risk of dropping out of school. The continued effectiveness of these two Ohio programs can be seen from the following results for 1991-92: absenteeism decreased by 19% from the previous year and suspensions decreased by 20% for an estimated 9,300 OWA students age 14 and 15. Of Ohio's youth age 16 and older in OWE, absenteeism decreased from the previous year by 38%, suspensions decreased by 33%, and the number of days suspended decreased by 53%.

  ☎ Contact: *Ohio Department of Education, (614) 466-5718*

- **Project SMART** (School of Manufacturing and Automotive-Related Technologies), located at West Technical High School in Cleveland and operated in conjunction with Cuyahoga Community College, is a model of learning and skill development based on evidence that many young people learn more and are better prepared for productive employment when school and work are closely integrated. Project SMART begins at grade 9 using the first two years of high school to develop a strong academic base while concurrently introducing manufacturing-related technologies and employability skills. This initiative assists inner-city Cleveland students in the transition from school to work.

  ☎ Contact: *West Technical High School, Cleveland City Schools, (216) 281-9100*

What Ohio Needs To Do

Much more must be done if Ohio is to avert a decline in its graduation rate, including the following:

- Continue to investigate the feasibility of "non-timed" high school options to provide alternative educational experiences for Ohio's students having difficulty in completing high school requirements in the traditional four-year period.
- Establish a clearinghouse for identifying model school-community partnerships and mentoring programs for statewide dissemination and replication, especially for those schools in Ohio needing assistance in helping students graduate.
- Maintain and expand collaborative efforts focused on redesigning preservice, inservice, and staff development programs to better equip Ohio's future and current teachers to assist students in meeting graduation requirements.
- Further identify and give attention to cultural influences in the teaching and learning environment; continue to encourage and assist Ohio's teachers to adapt and infuse cultural variables into their instructional practices.
- Establish an intervention center in each Ohio school district to develop relationships between school and community organizations. These centers should assess the needs of "at-risk" youth, identify and implement a comprehensive service plan matching appropriate services to those needs, and evaluate the effectiveness of the service plan to determine whether continued and/or additional services are needed.
- Provide state funding for challenge grants to stimulate more collaboration between local schools, colleges and universities, and businesses, to support high school completion and lifelong learning.
- Initiate a statewide marketing program to promote education as essential for all Ohioans.

What Can I Do?

Families

- Talk to family members about their progress in school and offer support.
- Seek assistance from and work with his or her school to help your child successfully pass the Ohio Ninth-Grade Proficiency Tests, which are required for graduation.
- Volunteer for and support school activities throughout the school year; serve on high school booster groups.
- Schedule visits to your child's school.

Businesses

- Recruit and hire local high school graduates in your businesses, and communicate to each school how well its graduates perform on the job.
- Get involved with the Private Industry Council in your area. Communicate to schools the knowledge and skills you require in your entry-level positions, and assist schools in developing industry-based skill standards.

  ☎ Contact: *Local Private Industry Council or the Ohio Bureau of Employment Services, (614) 466-3817.*
- Adopt a school. Encourage employees to get involved in schools as volunteers, mentors, guest speakers, and as committed members of school-community committees. Where you have partnerships, use the National Alliance of Business' model to evaluate the effectiveness of your partnership.

  ☎ Contact: *Adopt-A-School, Governor's Office, (614) 644-0900*
- Provide your parent-employees with opportunities to actively participate in school-based functions; implement business policies that provide leave time for parents to visit their child's school.
- Encourage your high school student employees to complete graduation requirements.
- Be patient—school improvement efforts take time.

Communities

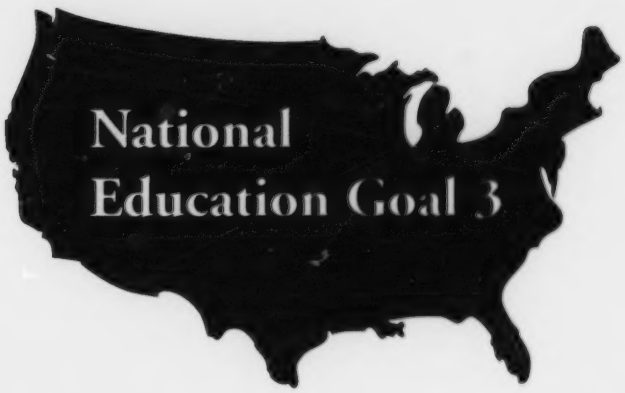
- Establish recognition programs for your local high school graduates, such as neighborhood newspaper features and other activities that portray the community's pride in all its graduates.
- Promote "graduate week" or "graduate month" by providing community-event discounts and other recognition for your graduates.
- Establish training programs in collaborative planning and management for community agencies, schools, and organizations.

Schools

- Establish home-school-community partnerships to assist your students in meeting graduation requirements.
- Provide mentors and advocates for your students who need and want them.
- Offer your ninth-grade students an orientation to high school, including exposure to the personal development and academic skills necessary for graduation.
- Conduct an annual assessment in your high school to identify nongraduates, nonreturning students, and persons who have not completed the General Educational Development (GED) program; design appropriate referral programs based on the results of the assessment.

Colleges and Universities

- Collaborate with businesses and industries to establish partnerships at schools and to promote youth apprenticeship programs.
- Establish partnerships with representatives of all community members to develop and implement efforts that will increase high school completion as well as enhance students' access to and retention in postsecondary education.
- Establish partnerships with school districts to recruit the best and the brightest middle and high school students into the teaching profession.



Goal 3: ***By the year 2000, American students will leave grades four, eight, and twelve having demonstrated competency in challenging subject matter including English, mathematics, science, history, and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.***

Every Ohio citizen has a major stake in having elementary and secondary students achieve high performance standards in rigorous subject matter. Concerned parents want their children to excel. Committed teachers want to extend student accomplishments. And community and business leaders want educational resources devoted to this task. Civic involvement, lifelong learning, and continued economic growth are crucial to Ohio, and vigorous instruction in a quality curriculum can help to achieve these aims.

Expectations for all students must be high. Ohio has articulated the following seven objectives in an effort to achieve Goal 3:

- Ensure that all of Ohio's elementary and secondary students demonstrate the ability to reason, solve problems, apply knowledge, and communicate effectively. Raise the performance levels of all students, and close the performance gap between minority students and the student population as a whole.
- Provide all students with knowledge of and appreciation for the diverse cultural and historical heritage of our state, nation, and international community.
- Expand, through the arts, the creative talents of all Ohio students and their abilities to express and exhibit ideas.
- Instill in all students an understanding of how our economic system functions and of the relationships among productivity, work, education, and employment.
- Ensure that all students can communicate competently in one or more languages and through more than one mode of expression.
- Involve all students in experiences that promote good citizenship, insightful decision making, community service, cooperation, and personal responsibility.

Tracking refers to the practice of dividing students into separate classes, groups, sections, or schools for high, average, and low achievers.

Nongraded programs or plans refers to the practice of placing students in flexible groups based on their performance, not their age. Grade level designations are removed, and the curriculum for each subject is divided into levels through which students progress at their own rate.

- Develop in all students age-appropriate skills, knowledge, and motivation to maintain and improve their physical, mental, emotional, and social well-being.

Ohio's success in meeting these objectives thus far will be reflected in several indicators: more students who demonstrate at least a basic score level in national assessment programs; an increased proportion of ninth-grade students who, by their second attempt, pass all parts of Ohio's high school proficiency test, required for graduation; an increased number of Ohio secondary school students who enroll and are successful in challenging courses; and the elimination of the practice of tracking. (See sidebar.)

Where Ohio Stands

Measuring the academic achievement and competency of our students through Ohio's proficiency testing program

The indicators that follow help to illustrate how Ohio's students have demonstrated competency in challenging subject matter and how effective we have been in preparing them to be lifelong learners.

The Ohio Ninth-Grade Proficiency Tests continue to provide the most significant indication of our progress for Goal 3 and will continue to be used as the benchmark for this goal. In the 1992-93 school year, more than 126,000 ninth graders and all tenth and eleventh graders who had not yet passed all required proficiency tests took these tests. (Source: Ohio Department of Education, 1993)

- 57% of the graduating Class of 1996 passed all sections of the proficiency test after two attempts as compared to only 52% of the Class of 1995.
- 85% of the Class of 1994 has now passed all tests after six attempts; 75% of the Class of 1995 has now passed all tests after four attempts; and 57% of the Class of 1996 has now passed all tests after two attempts.
- Significantly greater percentages of ninth graders in the Class of 1996 passed the mathematics and citizenship tests (54% and 70%, respectively) than ninth graders in either the Class of 1994 (43% and 55%) or the Class of 1995 (50% and 62%).
- The cumulative percentage of minority students in the Class of 1994 who passed the reading and writing tests compares favorably with those in the student population as a whole. However, significant differences in performance remain in mathematics and citizenship between students in some minority groups and the student population as a whole. Notably, mathematics continues to be the most difficult subject area for Ohio students overall. (See Tables 1 through 3 in the Appendix.)
- Differences continue to persist between the genders in initial passing rates for reading, writing, and mathematics, with females outperforming males in reading and writing and males outperforming females in mathematics. (See Tables 1 through 3 in the Appendix.) However, these differences have virtually disappeared for all test areas by the sixth attempt.

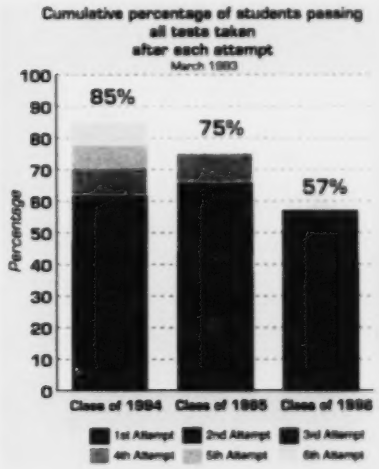
State proficiency tests in the same four subject areas will be added at grade 12 in 1993-94, at grade 4 in 1994-95, and at grade 6 in 1995-96. A science component will be added to all four grade-level tests in 1995-96.

Goal 3 Benchmark

Percent of students passing all sections of the Ohio Ninth-Grade Proficiency Tests (including science, which will be added in 1995-96) after two attempts

1990–91	Class of 1994	46%
1991–92	Class of 1995	52%
1992–93	Class of 1996	57%
1999–2000	Class of 2003	70%*

* Later tests will have higher standards and more rigorous content.

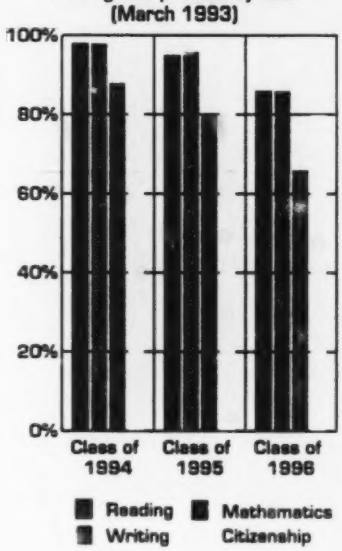


Determining the level of excellence of Ohio's students by participating in national assessments

A representative sample of Ohio fourth- and eighth-grade students participated in the 1992 National Assessment of Education Progress (NAEP). A national panel defined the "basic" level as partial mastery of necessary skills and knowledge for a given grade. The "proficient" level indicated solid academic performance at the grade level tested. (For more information, see Goal 4, page 35.) (Source: Educational Testing Service, 1993)

- In mathematics, 64% of Ohio eighth graders (up from 60% in 1990) and 59% of Ohio fourth graders (not assessed in 1990) attained at least the basic score level. Achieving at or above the proficient level were 22% of Ohio eighth graders (up from 19% in 1990) and 17% of Ohio fourth graders.
- In reading, about 60% of Ohio fourth-grade students scored at the basic level or above, and 24% scored at the proficient level or above. Comparable percentages for the nation were 57 and 24, respectively.

Estimated cumulative passing rate as a function of number taking each ninth-grade proficiency test (March 1993)



Providing Ohio's students with opportunities to demonstrate competence in challenging subject matter

Ohio students have the opportunity to take college-level courses for high school and/or college credit through the Postsecondary Enrollment Options program. (See Goal 4, page 39, for additional information on this program.) In addition, the College Board sponsors the Advanced Placement (AP) Program so that those students who pass challenging exams in high school are able to earn college credit for their knowledge.

- 2,205 students in 428 public school districts enrolled in the Postsecondary Enrollment Option Program in 1992-93, up from the 1,750 students in 400 districts the previous year. (Source: Ohio Department of Education, 1993)
- More Ohio students took AP examinations in the 1991-92 school year (13,141 students) than did in 1990-91 (12,060 students) or in 1989-90 (11,599 students). (Source: The College Board, 1992)
- Last year, 221 school districts, working cooperatively with colleges and universities designed Tech-Prep Ohio programs in 53 technical occupational areas.

Preparing our youth to develop all their talents to become responsible and productive citizens

The final component of Goal 3 connects education to how we are preparing our children for their future. While presenting only a portion of the full picture, the following indicators demonstrate to some degree where we stand on this critical issue.

- 79% (6,358,033) of all Ohio's citizens ages 18 and over were registered to vote in the 1992 general elections, and of those registered, 79% (5,043,094) actually voted. This is comparable to national patterns, which are 71% and 85% respectively. (Sources: Ohio Secretary of State, 1993; U.S. Census Data, 1990)

- 34,644 high school seniors from more than 400 public and nonpublic high schools registered to vote under the Ohio First Vote programs in 1992-93. (Source: Ohio Secretary of State, 1993)
- Of the 25,893 Ohio students who completed a secondary vocational education program in 1991, 92.3% of those seeking a job in the civilian labor force were employed within six months of completing school, as compared to the 81.9% general youth employment rate. Of those vocational completers whose status was known, 34.5% (11,904) continued their postsecondary education on either a full-time or part-time basis.
- Over 190,000 Ohio students participated in adjudicated and/or juried arts competitions, exhibitions, and festivals in 1992-93. More than 10,000 students exhibited or performed in regional and statewide competitions in dance, drama, music, and visual art. (Source: Ohio Alliance for Arts Education, 1993)
- A 1989 survey completed by more than half (366) of Ohio's school districts indicated that art and music are taught in virtually all districts responding. Drama or theater courses are offered in 41% of these districts and 14 % include dance or creative movement in their curriculum. (Source: Ohio Alliance for Arts Education, 1992)

What Ohio Is Doing

Developing rigorous curriculum to ensure excellence in education

- In December 1992, more than 400 leaders representing government, education, business, labor, and local communities participated in an education summit to discuss a "shared vision" for education in the state. Work continues on identifying our expectations for what students and educators should know and be able to do in this state.

  ☎ Contact: *Ohio Department of Education, (614) 466-2761 and (614) 752-9447*

- The model competency-based education programs adopted by the State Board of Education in language arts and mathematics are setting high standards for local programs. Model science and social studies programs are expected to be completed by the end of 1993.

  ☎ Contact: *Ohio Department of Education, (614) 466-2761*

- A comprehensive arts education curriculum framework has been published and disseminated to school districts, teacher preparation institutions, and community arts organizations. This framework serves as a guide for planning dance, drama, theater, music, and visual art curricula.

  ☎ Contact: *Ohio Department of Education, (614) 466-2761*

- In response to federal legislation, the State Board of Education adopted statewide core standards and performance measures for vocational and career education in August of 1992. Core standards and measures guide Ohio's 97 Vocational Education Planning Districts (VEPDs) in developing comprehensive strategic plans. This planning and assessment provide quantifiable information regarding student access to quality programs that result in students' successful transition into the workplace and/or postsecondary education.

  ☎ Contact: *Ohio Department of Education, (614) 466-3430*

- The **Ohio Competency Analysis Profile (OCAP)** project moved into its implementation phase in 1992-93. Business, industry, and labor verified occupational competency lists that were used as the basis for 435 new vocational courses of study. These lists identify the knowledge and skills Ohio's youth need when preparing to work in specific occupations. (See Goal 5, page 50.)

Providing professional development opportunities and support for Ohio schools

- Created to assist all school districts in providing long-term professional development opportunities for every educator, the eight **Regional Training Centers** received increased support in the biennial state budget. (For additional information, see Goal 4, page 40.)

  ☎ Contact: *Ohio Department of Education, (614) 466-2761*

- The Ohio Department of Education supported three regionally organized staff development institutes on comprehensive arts education. Participants engaged in direct arts experiences, later translating these into comprehensive arts education curriculum models. Follow-up activities will be conducted, as well as internal and external evaluations for all three institutes.

  ☎ Contact: *Ohio Department of Education, (614) 466-2761*

- The five **Vocational Education Regional Personnel Development Centers,** created to reform and update vocational teacher education for the 1990's and beyond, prepare teachers recruited from business and industry, provide inservice to educate and upgrade all vocational education teachers, and conduct needed research. During 1991-92, 323 Ohioans were enrolled in inservice certification programs leading to a four-year provisional teaching certificate in vocational education; 67 individuals successfully completed this certification program.

  ☎ Contact: *Ohio Department of Education, (614) 466-3430*

- The Ohio Department of Education identified 48 school districts whose initial November 1991 overall passing rates on the ninth-grade proficiency tests were about the same or lower than those for the previous year. With assistance from the Department and much effort by each local community, 34 of these districts increased their initial passing rates for ninth graders in November 1992.

  ☎ Contact: *Ohio Department of Education, (614) 466-2761*

- The Governor, State Superintendent of Public Instruction, and key members of the General Assembly initiated **Project PASS** as a statewide campaign to target help to those 1992-93 high school juniors who have not yet passed the Ohio Ninth-Grade Proficiency Tests. Students who do not pass these tests will not receive a diploma in 1994. Combining volunteer mentors with supplemental tutoring programs, this campaign provides assistance to school districts in meeting the needs of students and improving Ohio's graduation rate. (See Goal 2, page 18.)

  ☎ Contact: *Ohio Department of Education, 1-800-2-GRAD-94*

- Ohio's network of nine regional centers for economic education offers opportunities for additional education in content and instructional methodology to over 4,000 teachers. Subject material includes how our

economy works and what it means to be an active participant, employee, citizen, and taxpayer. These centers are supported by more than 600 business and industry establishments in Ohio.

☎ Contact: *Ohio Department of Education, (614) 466-5718*

Better preparing our youth for employment

- **Pioneering Partners Program** seeks to accelerate the use of educational technology in elementary and secondary schools in the Great Lakes Region, including Ohio. In partnership with GTE North and the Council of Great Lakes Governors, this program spotlights pioneering educator teams who have applied technology to improve learning, and then supports them to assist other educators in this endeavor. Six local Ohio teams have participated during the past two years with programs in such areas as art education for the visually gifted, using an electronic bulletin board to communicate with students from other schools, and improving mathematics instruction by using computers in the classroom.

  ☎ Contact: *GTE North Incorporated, (317) 896-6494*

- Nearly 5,000 eighth-grade students prepared an **individual career plan (ICP)** in the first year of this program's implementation. An ICP includes the student's occupational goal and an educational plan, both secondary and postsecondary, to achieve that goal. Every student's ICP is updated annually.

  ☎ Contact: *Ohio Department of Education, (614) 466-3430*

- Ohio is one of five states participating in the development of the **Work Keys Project,** a national effort to measure student competence in work-related personal communication and problem-solving skills. In 1992-93, a sample of 3,200 Ohio high school students and a number of Ohio employees participated in piloting the initial assessment instruments. (See Goal 5, page 50.)

  ☎ Contact: *Ohio Department of Education, (614) 466-3430*

Improving student health behaviors

- In 1993, Ohio administered the **Youth Risk Behavior Survey** to a representative sample of high schools. A state report is expected by December 1993. Data from this report will provide indicators of where Ohio stands with respect to students' physical, mental, emotional, and social well-being, and what we need to do to improve. (For more information, see Goal 6, page 54.)

  ☎ Contact: *Ohio Department of Education, (614) 466-9540*
  Ohio Department of Health, (614) 466-5332
  Ohio Department of Alcohol and Drug Addiction Services, (614) 752-8861

- The **Nutrition Education and Training (NET)** program provides inservice workshops, grant monies, and technical assistance to school personnel to help improve students' physical, mental, emotional, and social well-being. This support is critical to ensuring that Ohio students are ready to learn every day.

  ☎ Contact: *Ohio Department of Education, (614) 752-8997*

What Ohio Needs To Do

To meet the expectation that all Ohio students will demonstrate competency in challenging subject matter, we must renew our commitments in some areas and determine to make changes in others.

- Continue to seek more effective strategies to eliminate current performance differences between genders and racial and ethnic groups.
- Continue efforts to replace time-based course completion requirements with performance indicators of student achievement. Concurrently, limit the number of tests that measure only recall of disconnected and unrelated facts, and use more innovative assessment procedures that gauge the knowledge, skills, and thought processes needed for success in the twenty-first century.
- Provide sustained professional development opportunities (both preservice and inservice) for all educators in Ohio to support the implementation of rigorous competency-based programs.
- Provide incentives, beginning in elementary school, for schools to teach and students to study various languages and cultures to better prepare them for participating in a multicultural society and world.
- Develop and implement model competency-based curriculum and assessment programs in comprehensive health and the arts.
- Encourage effective school improvement programs and share the successes of such programs with other school districts.
- Initiate a collaborative effort among Ohio's schools and the state, county, and local juvenile detention facilities to develop programs responsive to the special needs of the thousands of students who are served annually by those facilities.
- Fund and implement school breakfast and lunch programs that are consistent with the Dietary Guidelines for Americans. Educate students to choose foods consistent with these guidelines.

Families

- Communicate the importance of education to the members of your family. Encourage them to prepare for school daily and plan family activities that complement the school calendar and curriculum.
- Ask your school what percentage of its students has passed all sections of the Ohio proficiency tests and what efforts are being made in school to assist students in meeting these performance levels.
- Encourage your children to participate in intervention opportunities designed to help them perform well in school. Know what performance standards your children are expected to achieve and support them in their efforts to accomplish those standards.
- Provide food, exercise, plenty of rest, and a home environment that fosters self-esteem, encourages achievement, and supports creativity in your children.
- Participate as a family in fitness and recreational activities and in the cultural life of your community.
- Teach your children how to resist negative peer group pressures.
- Discuss with your children aspects of seeking and maintaining employment.

Businesses

- Arrange assigned work schedules so your employees can become involved in the schools that members of their families attend.
- Contact your local school or county education office to volunteer assistance for students who have not yet passed the proficiency tests.
- Promote the concept of "education first" by providing opportunities for your employees to continue their education and professional development. The educational attainment of a parent has a direct impact on that of the child.
- Request career passports or portfolios from job applicants.
- Participate in your community's schools through a variety of activities. Engage students and teachers in "real world" projects, provide adult mentors, collaborate with schools to offer school-to-work transition programs, and/or adopt one of your local schools.

☎ Contact: *Governor's Office, Adopt-A-School, (614) 466-0900*
Project PASS, Ohio Department of Education,
(614) 1-800-2-GRAD-94

Communities

- Implement an Ohio 2000 program that includes strategies to improve student achievement.

  ☎ Contact: *Ohio Department of Education, (614) 466-4838*

- Identify opportunities for students to contribute to community service projects and activities.
- Find out how many 18-year-olds in your community are registered to vote and who voted in the 1992 general election.
- Support collaborative efforts between schools and health and social services in support of children and their families.

  ☎ Contact: *Ohio Family & Children First, (614) 752-4044 or 644-0827*

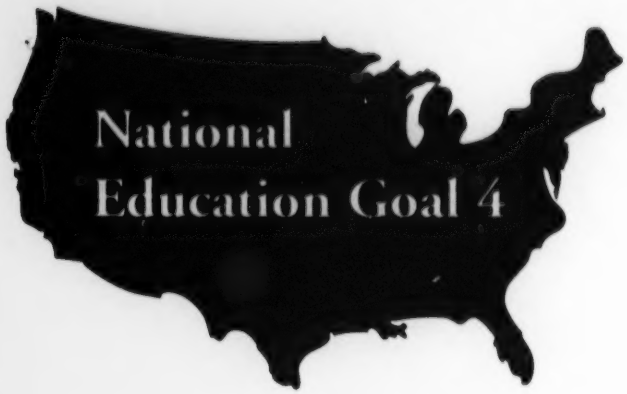
- Help to identify professionals who can participate in training teachers through the Regional Training Centers, Project Discovery, or other professional development programs.

  ☎ Contact: *Ohio Department of Education, (614) 466-2761*

- Build local and regional networks among cultural arts education providers, educators, artists, and businesses to maximize use of available resources and to ensure programs that are relevant to the needs of your students.

Schools

- Establish high expectations for all students through the integration of curriculum, instruction, and assessment.
- Provide professional development opportunities related to your staff's needs, building the capacity to assure that every student is able to meet the high expectations of Goal 3.
- Share with your community how your students are performing on the Ohio Ninth-Grade Proficiency Tests and what improvement strategies you have implemented.
- Develop partnerships with families, businesses, organizations, associations, institutions, and other community resources to strengthen curricula and assessment in all areas, including health and the arts.
- Collaborate with community agencies or organizations in offering programs to enhance parenting skills.
- Provide daily opportunities for your students to participate in quality physical education, nutrition education that includes school breakfast and lunch, and other health-promoting programs to enhance both fitness and academic achievement.



Goal 4: ***By the year 2000, U.S. students will be first in the world in science and mathematics achievement.***

Citizenship in a technological age places a premium on scientific literacy—knowledge of science, mathematics, and the know-how to apply these disciplines through technology. General scientific literacy has been an elusive goal of American education in the past. Now, the economic well-being of the United States is linked to our ability to increase the general scientific knowledge, skills, and motivations of our work force. The capability to function in the world in which we live, to deliberate the issues of our time, and to participate fully in our society depends increasingly upon the currency of scientific and mathematical understanding. Ohio has no more urgent priority than the reform of education to achieve this goal.

The Nation that dramatically and boldly led the world in the age of technology is failing to provide its own children with the intellectual tools needed for the 21st century.

Educating Americans for the 21st Century, 1988

Progress is being made, but the challenge is great and much still must be accomplished. To achieve this goal, Ohio must meet the following objectives:

- Improve the quality of the curriculum and increase the participation by all students in science and mathematics activities.
- Assure high student achievement relative to standards of excellence; narrow the performance gap in mathematics and science among all ethnic groups and between genders.
- Increase the number of traditionally underrepresented groups in Ohio's higher-level elective mathematics and science courses and in mathematics- and science-related careers.
- Improve the qualifications and teaching competence of Ohio's teachers of mathematics and science at all levels.
- Broaden public perspectives about the importance of and the potential for learning mathematics and science; incite the public to its roles in influencing and supporting student standards.
- Strengthen the support systems for instruction, teacher education, and program redesign in this state.

The measure of further progress toward these objectives will be our success in implementing state model courses of study; improving teachers' skills and know-how to achieve mathematics and science literacy with all students; increasing the quality and number of courses elected by students; improving student performance on state and national assessments; increasing the participation of minorities, females, and other underrepresented groups in related fields of study and occupations; and implementing systemic reforms to improve the data bases, communication systems, inservice and preservice training of teachers, and research and development activities to support mathematics and science education.

Goal 4 Benchmark

Percent of students passing the mathematics portion of the Ohio Ninth-Grade Proficiency Tests after two attempts

1990–91	Class of 1994	54%
1991–92	Class of 1995	58%
1992–93	Class of 1996	64%
1999–2000	Class of 2003	80%*

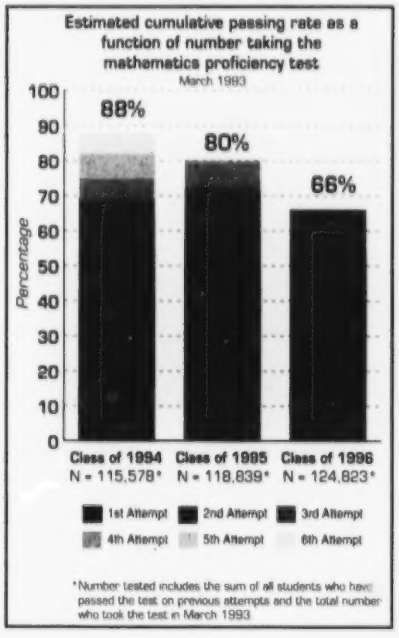
* Later tests will have higher standards and more rigorous content.

Where Ohio Stands

Assessing Ohio's achievement in mathematics and science

The mathematics section of the Ohio Ninth-Grade Proficiency Tests is our state's key benchmark for monitoring Ohio's progress on Goal 4. (See Goal 4 Benchmark, right.) Comparable information on science achievement will be available beginning in 1995-96 after the first administration of the science proficiency test. Results to date suggest that student achievement on the mathematics portion of the proficiency test continues to improve. This improvement is evident both when looking at progress made by one class from one administration of the test to another, as well as when comparing the results from different years' classes on comparable forms of the test. (Source: Ohio Department of Education, 1993)

- 58% of the graduating Class of 1995 passed the mathematics portion of the proficiency test after two attempts as compared to 54% of the Class of 1994 after two attempts.
- 88% of the Class of 1994 has passed the mathematics test to date after six attempts; 80% of the Class of 1995 has passed after four attempts; and 66% of the Class of 1996 has passed after two attempts.



Establishing national standards of proficiency and excellence

The National Assessment of Education Progress (NAEP) periodically measures the mathematics performance of students nationally at grades 4, 8, and 12. The NAEP governing board has developed three achievement levels for each grade assessed. Results that reflect performance at the "basic" level indicate only partial mastery of the knowledge and skills that are fundamental for proficient work at that grade. The "proficient" level represents solid academic performance at the grade level tested, as well as competence over challenging subject matter and sound preparation for the next level of schooling. The "advanced" level signifies superior performance at the grade tested. (Source: National Assessment of Educational Progress, Educational Testing Service, 1993)

- Only 59% of Ohio's fourth graders assessed in 1992 through NAEP are at or above the basic level, 17% are at or above the proficient level and 2% are at or above the advanced level. These achievement results are comparable to those of students nationally.
- 64% of Ohio's eighth graders also assessed in 1992 through NAEP are at or above the basic level (61% nationally); 22% are at or above the proficient level (23% nationally); and 2% are at or above the advanced level (3% nationally).
- In comparing the performance of Ohio's eighth graders who scored at or above the proficient level (22%) with those of three of the highest achieving nations (Taiwan, 41%; Korea, 37%; and Switzerland, 33%), it is clear much progress must be made if we are to achieve the status of "first in the world."

The results of an earlier NAEP test given to eighth-grade students in 1990 were analyzed to identify potential gaps in performance by minority population and by gender. (See Figure 1 in the Appendix.)

- The discrepancy found in achievements at the basic level between all Ohio students (67%) and only black Ohio students (24%) was the second largest performance gap in the nation.
- The gap between male and female performance was much smaller with males having higher achievement levels than females. This gender difference was comparable to those for the nation. (Source: NCES, The State of Mathematics Achievement, U.S. Department of Education, 1991)

Students taking science courses in high school

	Ohio	Nation
Biology 1st year	93%	95%
Chemistry 1st year	53%	49%
Physics 1st year	22%	21%

Increasing student enrollment in challenging curricula in Ohio's high schools

The number of students taking more challenging curricula at the high school level is growing in Ohio and the nation. Ohio is about average among all states in the percentage of students who choose college preparatory coursework and in the increases in these percentages. (Source: Council of Chief State School Officers, 1992)

- Ohio is slightly above the national average in the percentage of our high school students taking first-year chemistry and physics (though not biology) by the time they graduate. (See table.)
- While the percent of Ohio students taking mathematics and science has generally increased from 1990 to 1992 (except in biology), Ohio's increase in algebra is lower than the nation's. (See table.)

Change in students taking high school mathematics and science 1990 to 1992

	Ohio	Nation
Algebra I	+6%	+10%
Algebra II	+3%	+6%
Calculus	+2%	+2%
Biology	-2%	0%
Chemistry	+4%	+4%
Physics	+2%	+1%

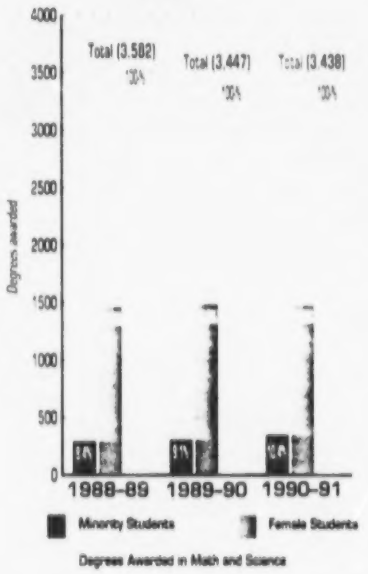
Measuring student enrollment and success in our postsecondary institutions

Ohioans also need to focus attention on expanding achievement levels in mathematics and science beyond high school. Enrollment information for Ohio's postsecondary institutions—as well as information on the American

College Testing (ACT) survey—continue to provide indicators for where we stand in accomplishing this objective.

- While the number of higher education degrees awarded in mathematics and science by degree level has remained relatively constant, it is but a small percentage of those awarded in all disciplines. For example, in 1991 an estimated 5.9% of the bachelor's degrees awarded in all disciplines were given in mathematics and science. (See Table 4 in the Appendix.) (Source: Integrated Postsecondary Education Data System, 1992)
- Of those receiving degrees in mathematics and science, the percentage of Ohio women continues to be approximately 43%; the percent of minorities receiving such degrees increased slightly from 9% in 1990 to 10% in 1991. (See figure.)
- In 1992, only 0.5% of Ohio's high school seniors were planning majors in mathematics and 4.02% were planning science majors, according to the American College Testing Survey. This compares to national patterns of 0.5% and 3.85%, respectively, in these subject areas. (See Figure 2 in the Appendix.) While there was no change in the percentage of Ohio's math majors from 1991 to 1992, the number of high school science majors in our state increased from 3.79% to 4.02%.

Mathematics and science degrees awarded to minority and female students
1989 and 1991



Degrees Awarded in Math and Science

*For definitions, see Appendix Table 5

Determining our expectations for achievement

Ohioans were asked in a random survey to identify what school subjects they believe are "most important for preparing students for the world they will face" and if they supported "using additional state and federal tax dollars to fund special science and mathematics programs for females and minorities." The following are responses given to these two questions. (Source: The Ohio State University Polimetrics Laboratory's Telephone Survey, 1992)

- 75% believe mathematics is one of the top two subjects needed; 34% believe it is the most important subject.
- 14% hold the opinion that science is one of the top two subjects required; only 4% feel it is the most important.
- Six out of 10 Ohioans participating in the survey favor using additional tax dollars to support science and mathematics programs for females and minorities.

What Ohio Is Doing

Ohioans not only need to significantly improve achievement levels in mathematics and science, we also need to have higher expectations for *all* students. Activities in progress to accomplish Goal 4 include those identified below.

We must judge schools not by remembrances of things past, but by necessary expectations for the future.

Everybody Counts,
National Academy Press, 1989

Strengthening Ohio's curriculum and raising our expectations for achievement

- Ohio introduced a new mathematics model course of study, **Ohio's Model Competency-Based Mathematics Program,** in 1991. This model reflects national standards, significantly strengthens curriculum expectations, eliminates general or remedial course work, and recommends a core curriculum for all students through the tenth grade. Eighty-one percent of Ohio's districts have compared their local courses of study to this model with 47% of those approved by the state for five years and 49% given a conditional approval to make recommended changes within one year.

  ☎ Contact: *Ohio Department of Education, (614) 466-2211*

- As reported in our progress report last year, the state science model course of study is under development and is expected to be completed in 1993. This initiative will drive the development of the science proficiency tests, which are to be administered at grades 4, 6, 9, and 12. A draft of the science model will be distributed statewide and reactions solicited in the fall of 1993.

  ☎ Contact: *Ohio Department of Education, (614) 466-2211*

- The Ohio Council of Teachers of Mathematics and the Ohio Department of Education are in the second of a three-year collaborative effort, the **Ohio Model for Excellence in Mathematics (OMEM),** to provide assistance in implementing the Model Competency-Based Mathematics Program. Approximately 50 workshops are conducted twice yearly for district teams comprised of four individuals each. A similar training effort will begin in science during the summer of 1993.

  ☎ Contact: *Ohio Department of Education, (614) 466-2211*

- **Tech-Prep Ohio** is a logical sequence of secondary and postsecondary academic and occupational education experience that culminates in an associate degree. It prepares students for high-skill technical occupations and allows for either direct entry into the workplace after high school graduation or continuation of study, leading to an associate degree or a two-year certificate. Curriculum competencies are designed jointly by business, labor, high school teachers, and college faculty. This program is jointly administered by the Ohio Department of Education and the Ohio Board of Regents. To date, there are 24 funded Tech-Prep consortia in Ohio, involving 32 colleges, approximately 270 secondary schools, and 53 academic programs.

  ☎ Contact: *Ohio Board of Regents, (614) 466-6000*
  Ohio Department of Education, (614) 466-5910

- **Postsecondary Enrollment Options** permit public high school juniors and seniors to complete college or university coursework for high school and/or college credit prior to high school graduation. This program option can provide special challenges to the most able high school students and is intended to supplement existing high school curricular options, such as Advanced Placement courses.

  ☎ Contact: *Ohio Department of Education, (614) 466-2211*

Ensuring student success through appropriate interventions and partnerships

- Five intervention training modules for teachers were prepared in 1992 to assist districts in providing intervention assistance to students failing the mathematics ninth-grade proficiency test. Statewide workshops were conducted to introduce these materials with sustained assistance offered to those districts whose students performed least well on the proficiency tests.

  ☎ Contact: *Ohio Department of Education, (614) 466-2211*

- As reported in Goals 2 and 3, **Project PASS** was established by the Ohio Department of Education in partnership with each county and major city in Ohio to coordinate private sector assistance for one-on-one mentors for students needing help passing the ninth-grade proficiency tests. In addition, Ohio's retired teachers are being recruited and trained to offer specialized one-to-one assistance specifically to those students in the 1994 graduating class who still must pass remaining portions of the test in order to qualify for graduation next year.

  ☎ Contact: *Ohio Department of Education, 1-800-2-GRAD-94*

- The **Eisenhower Mathematics and Science Improvement Program** is a federally funded initiative, administered by the Ohio Board of Regents and the Ohio Department of Education, to improve teaching and student interest and performance in mathematics and science—with special emphasis on increasing the participation of women and minorities in these fields. College and university faculty work with elementary, middle, and high school teachers and students to improve teaching and learning. Local school districts utilize these funds, often through pooled consortia, to target local teacher development projects.

  ☎ Contact: *Ohio Board of Regents, (614) 466-6000*
  Ohio Department of Education, (614) 466-2211

- The **Early Mathematics Placement Testing (EMPT) Program** is designed to help high school students assess their ability to meet the college mathematics entry requirements. High school juniors are tested in their skills in mathematics and counseled as to whether they can meet the entry requirements of the college or university they plan to attend in the field they want to pursue. As juniors, the students still have another year in high school in which to take an appropriate mathematics course. Ohio continues to be a national leader in this effort. (See Figure 3 in the Appendix.)

  ☎ Contact: *Ohio EMPT Program, (614) 292-0746*

You have enlightened and encouraged me to try implementing the new standards into my teaching. I appreciated the activities presented and would be very interested in more inservice. Your service for bringing about change is working!

OMEM workshop evaluation

Continuum of educational activities for the development of professional educators

Preservice Preparation – college or university programs designed to educate teachers and other educational personnel

Induction – a program during the first full year of employment that provides an opportunity to assess performance before a full teaching license is issued

Licensure – the official recognition by a state governmental agency that an individual has met state mandated requirements and is approved to practice as a licensed educator in the state

Professional Development – further training or education completed by practicing professionals to enhance their knowledge and skills

Reforming the delivery system for teacher training to improve mathematics and science education

- Ohio is one of the first ten states to participate in the National Science Foundation (NSF) state systemic initiative (SSI) through **Project Discovery.** Funded by NSF and the Ohio General Assembly, Discovery's professional development model for middle grade teachers of mathematics and science prepares leadership teams who return to their eight local regions of the state to train area teachers in inquiry-based instructional strategies. Utilizing the same geographic area, the Regional Training Centers (RTC) also offer professional development opportunities for mathematics and science teachers. These two initiatives are advancing the delivery of services through regionalization, collaboration, and consensus-building activities for science and mathematics education at the local level. Through extensive interagency cooperation between the Ohio Department of Education and the Ohio Board of Regents, state systemic planning in mathematics and science education reform and an infrastructure for delivering such services are underway.

Contact: *Ohio Board of Regents,(614) 466-6000*
Ohio Department of Education, (614) 466-2211

Revising standards for teacher education and certification

- Teachers have a unique role in meeting the challenge of providing a world-class education for Ohio's school children. To ensure that Ohio's teachers and other education personnel possess the knowledge and skills necessary for effective practice, the State Board of Education has embarked upon a far-reaching effort to revise standards to reflect a continuum of preparation: initial preparation, selection into a position in the schools, the transition that accompanies the first year on the job, and finally, continuing professional growth and development as educators. One key feature of the revised standards is a focus on the knowledge, dispositions, and skills teachers must demonstrate for full licensure.
- The **Teaching Leadership Consortium (TLC)** is attracting quality students from traditionally underrepresented groups into teacher education. This consortium is also promoting changes in institutional policies, procedures, and curriculum to reduce organizational barriers and increase and retain the population of minority educators. The consortium consists of five state-supported universities, the Cleveland Foundation, and the Ohio Board of Regents—and is funded by the Ford Foundation. TLC is currently focusing on disseminating and institutionalizing its model programs.

What Ohio Needs to Do

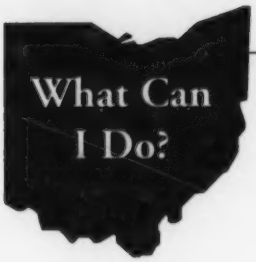
Becoming first in the world in science and mathematics is an exciting venture for our state and the nation to undertake. Ohio has accepted this challenge and has begun to take the necessary steps to assure success. A number of actions remain to be done, including the following:

- Develop a well-articulated, strategic plan for kindergarten through college to provide direction, garner support, and rally Ohioans to necessary changes—a plan that builds upon the Ohio State Board of Education action plan, *Strengthening Mathematics and Science Learning for All Ohioans.* Initiatives such as Project Discovery and the Regional Training Centers should become part of a comprehensive regional plan for delivery of services. This plan must also focus on ways to improve the participation and achievement of minorities and women and identify strategies for providing teachers with effective methods for both teaching and documenting achievement in these subjects. Mechanisms for extending the present reform effort to include more projects, more institutions, and more leaders should become part of a statewide strategy.

- Create a broadly representative central coordinating body to bring together various state agencies and other entities responsible for current statewide activities related to achieving Goal 4 in Ohio. To be more effective, fragmented improvement efforts such as professional development of teachers must be consolidated into broadly supported goals and long-range plans. To build support and consensus, effective communication networks and activities need to be ongoing to keep professionals across Ohio aware of systemic improvement efforts.

- Establish a reliable and ongoing information data base for decision making and measuring progress. Ohio's Educational Management Information System (EMIS) will provide some of the information required at the kindergarten through twelfth-grade levels. As was recommended in Ohio's 1992 report, a new student tracking and information system is being developed to provide information at the postsecondary level. This system will be piloted in the fall of 1993. Appropriate linkages between these two systems must be identified and implemented. Continued support is essential for the ongoing development of a first-class higher education student tracking and information system.

- Identify and adopt performance indicators and targets that reflect world-class standards. Ohio currently has a performance indicator (Goal 4 Benchmark) that reflects proficiency in mathematics—and will have the same for science after 1995 with the adoption of science goals and a state model course of study in science—but this does not yet meet the challenge of "first in the world." Expanding the current performance indicator to include performance on the twelfth-grade proficiency tests in mathematics and science and increasing the graduation requirements in mathematics and science should be considered as possible options for moving Ohio toward world-class standards.



Families

- Set high expectations for the members of your family in regard to learning mathematics and science, and maintain a positive attitude toward their ability to learn these subjects. It is critical to their future.
- Make an effort to learn about how the need for mathematics and science has changed as the world has changed. Visit your child's science and mathematics classrooms and talk to teachers in order to become more knowledgeable about the changes occurring in these subject areas.
- Demand rigorous curricula in your local schools, and support school programs through ongoing interest and participation in your child's activities in mathematics and science.
- Spend time with your children engaging them in any activity where they have to make observations and share those with you. Allow them to question things, to compare and contrast events, to analyze situations, to plan and carry forth family outings where they identify a purpose, supplies needed, and routes to take.

Businesses

- Identify where mathematical and scientific concepts are needed and applied in your business. Examine local curricula and graduates' skills to determine whether local education efforts are meeting the current and future demands of the job market and your business' employment needs.
- Work with schools to determine how the credibility of the private sector can be used to reinforce the need for achieving Goal 4 as well as to rally your community's support for this goal.
- Determine how many science and mathematics teachers in your local schools have the appropriate resources necessary to use effective instructional practices in their classrooms.
- Consider the ways in which your business resources—human and financial—can be used to enhance your local schools' mathematics and science missions through partnerships, student-faculty internships, purchases of technological equipment, and executive loans.

Develop children's trust in their own knowledge. Help them apply the knowledge of number and quantity that they develop before entering school. Encourage them to use familiar learning methods, including finger counting and manipulatives. Use everyday language to talk about sizes, amounts, and numerical relationships. Explore many ways of solving the same problem.

from "Principles for Teaching Math,"
Office of Educational Research
and Improvement,
Spring/Summer Bulletin,
U.S. Department of Education

Communities

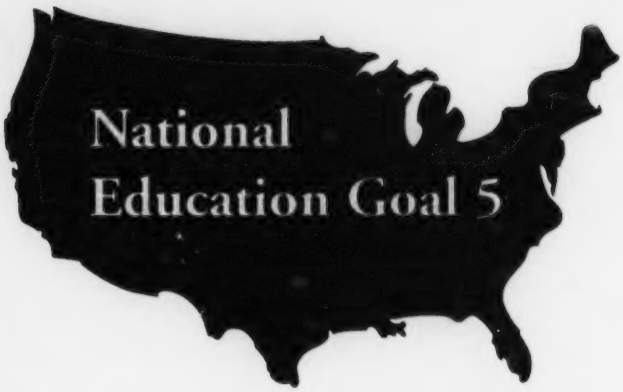
- Provide educators with the commitment, assistance, and resources to translate Goal 4 into reality.
- Develop networks of educators, scientists and mathematicians, business and industry, families, and community groups that will support increased mathematics and science achievement for all students.

Schools

- Involve everyone in setting community expectations in mathematics and science: students, parents, educators, colleges, businesses, and the general public. Communicate your expectations for students and inform parents and the public about how well students are doing at meeting these expectations.
- Check whether your school's curriculum, instructional materials, and assessments compare appropriately to Ohio's state model courses of study and national standards. Bring your programs and requirements into alignment with Goal 4's broad aim and Ohioans' high expectations as rapidly as possible.
- Promote excellence in teaching. Recruit and hire qualified teachers of mathematics and science, with particular attention to appropriate teaching models for encouraging underrepresented groups in mathematics and science.
- Provide professional growth opportunities for all teachers of mathematics and science.

Encourage students to find mathematics problems in everyday life. Help students identify and solve math problems that surround them outside of school so that they can gain practice in problem solving and see the everyday uses of math.

from "Principles for Teaching Math,"
Office of Educational Research
and Improvement,
Spring/Summer Bulletin,
U.S. Department of Education



Goal 5: ***By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.***

There is widespread agreement that the future of our nation's economy will largely depend on the quality of our work force. Seventy-five percent of those who will be a part of the work force in the year 2000 are already participants in the current work force.

The need for significant improvements in the literacy and basic skills of every citizen has thus become a component of any discussion concerning work-force quality. Numerous questions have been raised as to how we can accomplish this goal. What are the higher literacy skills needed and how individuals can best acquire these skills are questions which still remain unanswered.

Ohio is responding to these issues by maximizing all of its resources—human and capital—through state and local collaborative efforts. These linkages are helping create more comprehensive, coordinated educational and work-force training systems so that all Ohioans will be literate, responsible, and able to compete in a global economy. Utilizing our public and private resources to the fullest will enable our state to better promote lifelong learning and continuous improvement leading to the creation of a high performance work force by the year 2000.

The achievement of Goal 5 is important as it brings us full circle in our efforts to achieve the other national education goals. In order to accomplish Goal 5, Ohio continues to pursue the following objectives:

- Involve every major Ohio business in strengthening the connection between education and work.
- Give all Ohioans the opportunity to acquire the knowledge and skills—from basic to highly technical—needed to adapt to emerging new technologies, work methods, and markets through public and private basic, vocational, technical, workplace, or other education and training programs.
- Increase substantially the number of quality programs, including those at Ohio's libraries, that are designed to serve the growing number of part-time and mid-career learners' needs.

- Increase substantially the proportion of those qualified learners, especially minorities, who enter Ohio's postsecondary educational programs and who meet program competencies and requirements.
- Increase substantially the proportion of Ohio's adult learners who demonstrate an advanced ability to think critically, communicate effectively, and solve problems.

Where Ohio Stands

While improvements have been made, incomplete data and fragmented data collection systems continue to be a concern for measuring our progress in Goal 5. As reported in Ohio's 1992 progress report, information is collected by numerous sources, including Ohio's Department of Education, Department of Rehabilitation and Correction, Department of Human Services, Bureau of Employment Services, and Board of Regents. Participation in the Ohio Adult Literacy Survey (OALS) being conducted by the Educational Testing Service (ETS) reflects one significant step forward in our development of appropriate measures of progress. Much more remains to be done.

Focusing on Ohio's current measures on adult literacy

- The results from the Ohio Adult Literacy Survey (OALS), conducted last year, are being used as benchmarks of our state's progress on this goal. For the first time, hard data is available on the types and levels of literacy skills possessed by a research sample of adults living in Ohio. The three dimensions of literacy assessed include prose, document, and quantitative skills and knowledge. The following summarizes these results; additional information is provided in the sidebars as well as in the figures located in the Appendix, page 64 (Source: Ohio Department of Education, 1993)
  - In comparison to the nation, Ohioans demonstrated a higher average proficiency in all three dimensions of literacy assessed; our state performed about the same as those in the midwest region.
  - Nearly half of the participants in Ohio's survey sample performed in the two lowest levels of literacy (as defined by the survey) for each of the three areas; a low score (below 225) indicates that an individual has very limited skills in that area.
- 7% of Ohio's population over 18 years of age has completed less than a ninth-grade education and another 17% has completed more than nine but fewer than 12 years of schooling. (Source: Ohio Data Users Center, 1992)
- 120,529 Ohio adults were enrolled in Adult Basic and Literacy Education (ABLE) programs administered by the Ohio Department of Education in the 1991-92 school year—an increase of almost 11% over the previous year. Of the total number of students leaving these programs, 65% left due to completion or achievement of their objectives for participation, such as securing a job, promotion, or entering another educational or more advanced training program. (Source: Ohio Department of Education, 1992)
- 11% (13,608) of all ABLE participants were enrolled in classes designed for adults with limited proficiency in the use of the English language; of Ohio's total population age 18 and older. (Source: Ohio Department of Education, 1992)

Goal 5 Benchmarks

Ohio's average proficiency level in each of the three literacy scales on the OALS

Prose	
1992	280
2000	287
Document	
1992	276
2000	283
Quantitative	
1992	280
2000	288

Percent of Ohioans performing at the two lowest levels of the OALS in each of the three literacy scales

Prose	
1992	45%
2000	40%
Document	
1992	49%
2000	45%
Quantitative	
1992	44%
2000	40%

Note: Results are reported for each of the three areas on a scale of 0–500 and also in terms of percent of adults attaining each of five levels of competency. Definitions of the three dimensions of the literacy scale can be found on page 46.

Literacy is the ability to read, write, and speak English, compute, and solve problems at levels of proficiency necessary to function on the job and in society, to achieve one's goals, and to develop one's knowledge and potential.

National Literacy Act of 1991, P.L. 100-297

The literacy proficiency of Ohioans was demonstrated through OALS along three dimensions:

- **prose literacy**—the knowledge and skills needed to understand and use information from texts that include editorials, news stories, poems, and fiction
- **document literacy**—the knowledge and skills needed to locate information contained in materials that include job applications, payroll forms, transportation schedules, maps, tables, and graphs
- **quantitative literacy**—the knowledge and skills required to apply arithmetic operations, either alone or sequentially, to numbers embedded in printed materials, such as to balance a checkbook, compute a tip, or complete an order form

1992 ABLE Program Table

Based on a total enrollment of 120,529

Participants	Number	(Percent)
Unemployed	62,168	(52%)
Unemployed obtaining job	8,405	(14%)
Registered to vote or voted for first time	7,330	(6%)
Continued in same instructional placement level	38,586	(32%)
Completed instructional placement level	53,810	(45%)
Of those completing instructional placement level, advanced to higher level	31,586	(59%)

- 75% of Ohio's prison inmates lack a high school diploma or GED. (Source: Ohio Department of Rehabilitation and Correction, 1992)
- 36% of the males and 30% of the females in Ohio's prison population (39,000 inmates) function below a sixth-grade literacy level. The average reading achievement level for prison inmates upon entry is seventh grade and upon exit is ninth grade. (Source: Ohio Department of Rehabilitation and Correction, 1992)

Continuing educational attainment beyond high school as a lifelong learner

- 17% of Ohio's population age 25 or older has completed four years of college or more compared to 20.3% nationally. (Source: U.S. Census, 1990)
- Higher education participation rates for 1991-92 show Ohio lagging behind the national average by 11%. This participation rate represents the annual full-time equivalent (FTE) enrollment in our state's public higher education institutions compared with the number of high school graduates. For each Ohio high school student who graduated in 1990-91, there were 2.98 college FTEs. Nationally, there were 3.36 college FTEs during the same year. By comparison, Ohio was 24% below the national average in 1977-78. (Source: State Profiles: Financing Public Higher Education, 1992)
- Minority students made up 11% of the associate degree graduates and 7% of the baccalaureate graduates from Ohio's public and private institutions in 1990. These percentages do not include nonresident aliens. Data for 1991 will be available next year. (Source: Integrated Postsecondary Education Data System, 1990)
- 63.6% of those Ohioans taking the General Educational Development (GED) test intend to continue their schooling following attainment of their GED. (Source: Ohio Department of Education, 1992)
- 20% of recent high school graduates entering state colleges or universities as first-year students in the fall of 1990 required remediation in English, and 23% required remediation in mathematics. (Source: Ohio Board of Regents, 1992)

Calculating how Ohio meets the job skills training needs of business and industry

- 68,833 Ohioans are enrolled in full-time adult vocational education programs and 164,298 are enrolled in part-time programs. Of the 7,721 adults enrolled in job-search skills programs, 35% (2,708) gained employment, 43% (3,314) entered skills training, and 12% (902) were referred to ABLE for basic literacy skills. Ninety-six percent of unemployed participants in adult vocational education programs became employed after training. (Source: Ohio Department of Education, 1992)

Assessing how Ohioans exercise the responsibilities of citizenship

- 79% (6,358,033) of all Ohio's citizens ages 18 and over were registered to vote in the 1992 general elections. Of those registered, 79% (5,043,094) actually voted. This is comparable to national patterns, which are 71% and 85% respectively. (Sources: Ohio Secretary of State, 1993; U.S. Census Data, 1990)

What Ohio Is Doing

As the data show, approximately one fourth of Ohio's total population over age 18 has completed fewer than 12 years of schooling and almost one half of the participants in the OALS sample scored in the two lowest literacy levels. We must take strong action now to create a higher quality work force.

Establishing a more integrated human resource development system is the first step. Other strategies to insure adequate progress must address how to better link our education and training systems to the skill needs of Ohio's businesses and industry. The initiatives identified in this section will help our state achieve this goal.

Integrating our education and work-force training programs to create a human resources development system for all Ohioans

- *Jobs: Ohio's Future*, a comprehensive work-force development plan, was created by the **Governor's Human Resources Advisory Council.** In this report, goals, strategies, and specific action steps are outlined for both state government and its public- and private-sector partners. As part of the council's recommendations, the Governor restructured the work-force advisory council into a human resources investment council with broader planning, coordinating, and evaluating responsibilities. Implementation activities in 1993 include five regional public forums to generate local awareness and involvement in the new strategic plan; initial planning for an Ohio "school-to-work" transition system; and the development of model customer service centers for employment and training.

  ☎ Contact: *Ohio Bureau of Employment Services, (614) 644-5407*

- A joint project of the Ohio Department of Education and the Ohio Board of Regents, **Tech-Prep Ohio** is a competency-based program of combined secondary and postsecondary educational and occupational experiences. In its third year, the program continues to encourage systemic change for technical occupational training. This program will develop incentives to encourage apprentice-like work experiences as part of a consortium's local project. (See Goal 4, page 38, for additional information.)

  ☎ Contact: *Ohio Department of Education, (614) 466-5910*
  Ohio Board of Regents, (614) 466-6000

- The **Ohio Literacy Resource Center (OLRC)** has been established at Kent State University to help coordinate and strengthen adult literacy and work-force education in Ohio. The primary purposes and mission of the center are to stimulate joint planning and service coordination; enhance the capacity of organizations and service delivery systems; and serve as the reciprocal link between the National Institute for Literacy and local service providers in Ohio.

  ☎ Contact: *Ohio Literacy Resource Center, (216) 672-2007*

- In the fall of 1992, the Ohio Literacy Network, in partnership with numerous state agencies and the private sector, sponsored four **Governor's Regional Summits.** Participants at each of these summits provided input on key issues pertaining to Ohio's adult literacy and workplace training needs. A state-level report, *Adult Literacy in Ohio: A Commonality of Concerns*, sum-

marizes the findings from all four regional summits, identifying the major themes and issues emerging across summits. A state literacy action agenda will be produced later this year to present strategies for guiding decision-making at the state and local level based on feedback from the summits.

☎ Contact: *Ohio Literacy Network, (800) 228-READ, or (614) 486-7757*

- The Ohio Bureau of Employment Services (OBES) has instituted a new approach to service delivery whereby each local office is converted to a **Customer Service Center (CSC).** Each CSC provides personalized customer service via representatives whose special training heightens their sensitivity to job related concerns. Immediate referrals to other social service agencies, located on-site with OBES, are available as needed. Each CSC is also professionally designed for customer privacy and comfort.

  ☎ Contact: *(614) Ohio Bureau of Employment Services, (614) 644-5634*

Providing innovative educational programs and services to ensure every adult Ohioan is literate and obtains the necessary skills for employment

- The **Personal Enrichment Through Education (PETE)** program, developed through the cooperative efforts of a labor-management committee, offers basic skills enhancement and GED test preparation to Ohio's state employees. PETE's services are open to all state employees, but the program is especially targeted at those who have not yet completed high school or achieved its equivalence—an estimated 3,000 state employees.

  ☎ Contact: *Ohio Department of Administrative Services, (614) 466-0169*

- The Ohio Bureau of Employment Services' Office of Workforce Development Policy sponsored the second annual **Governor's Workplace Literacy Awards Program** to recognize and encourage workplace training. To date, 12 employers and 10 adult education service agencies have been formally recognized. This office also publishes resources, sponsors workshops, and provides information and referral regarding work-force education.

  ☎ Contact: *Ohio Bureau of Employment Services, (614) 466-0582*

- College students have become active in supporting literacy efforts as a result of both the **Student Literacy Corps,** begun in 1986, and the establishment of the **Student Coalition for Action in Literacy Education (SCALE).** In Ohio, 14 campuses have established courses and associations to recruit and support volunteer tutors on their campuses and in community programs. Data bases are being established to document the level of volunteer services and their impact.

  ☎ Contact: *The Ohio State University, (614) 292-5037*

- The **Gateway Grants Program,** a part of the state plan for ABLE, is now in its first year of operation as a targeted extension of adult literacy education services for residents of public housing facilities. In 1993, nine awards were made to eligible public housing authorities that serve an estimated 1,000 adults.

  ☎ Contact: *Ohio Department of Education, (614) 466-5015*

- The state-administered grant program for **Adult Education for the Homeless** serves approximately 3,300 homeless adults each year. Planned in

coordination with the Education for Homeless Children and Youth federal grant, services are delivered in a variety of community-based facilities that serve homeless populations.

☎ Contact: *Ohio Department of Education, (614) 466-5015*

- Ohio's **Orientation to Nontraditional Occupations for Women** (ONOW) program trains women who wish to enter high-wage, nontraditional occupations. Eight Adult Vocational Education Full-Service Center sites and four Ohio Department of Rehabilitation and Correction locations serving 384 women found 34% employed in nontraditional jobs at an average wage of $8.60 per hour, 40% enrolled in nontraditional job training programs, 20% indentured into registered apprenticeship programs, and 11% enrolled in a GED test preparation program.

  ☎ Contact: *Ohio Department of Education, (614) 466-5910*

- The **Ohio Jobs Student Retention Program** provides special support services to ADC recipients attending a two-year college through their participation in the local JOBS program. These services are focused on keeping students in college and maximizing their education and training accomplishments. The program requires cooperation between the local college and county department of human services in student referral and programming. In its first three years, the program has served almost 12,000 ADC recipients on 28 college campuses with an average retention rate of 85%.

  ☎ Contact: *Ohio Board of Regents, (614) 466-6000*
  Ohio Department of Human Services, (614) 466-3196
  Columbus State Community College, (614) 227-5338

- Under the leadership of the **State Library of Ohio,** the public library system is continuing to serve a variety of functions to address unmet adult and family literacy needs. In the past fiscal year, the State Library has awarded federal grants to libraries in Bowling Green, Mansfield, and Wickliffe, and provided consultant services to other libraries throughout the state of Ohio. These literacy programs have included services to migrant workers and battered women, and have fostered the development of computer literacy skills. The State Library of Ohio will continue to support library-literacy collaborations.

  ☎ Contact: *The State Library of Ohio, 1-800-686-1532*

Reexamining and setting priorities for Ohio's higher education system

The Managing for the Future Task Force, a blue-ribbon panel convened at the request of Governor Voinovich, studied how Ohio public higher education might operate more efficiently and effectively statewide. The Board of Regents' response, *Securing the Future of Higher Education in Ohio,* endorses the central conclusions of the task force and addresses six statewide priorities. (See sidebar.) *Securing the Future,* advocates that the refocusing of Ohio's public higher education system is essential to the ability of Ohio's state colleges and universities to respond to ongoing fiscal challenges and to prepare to meet the higher education needs of Ohio and its citizens for the twenty-first century.

These reports and recommendations will lay the foundations for the sixth master plan for higher education, to be developed during 1994. Together, the

Six statewide priorities of public higher education in Ohio

1. Meet the diverse needs of students and optimize their achievement.
2. Assure excellence in academic programming.
3. Increase productivity and reduce cost.
4. Ensure accountability.
5. Strengthen leadership and management effectiveness.
6. Secure resources to make higher education affordable.

documents will delineate plans, directions, and assessment benchmarks for the total higher education system.

Contact: *Ohio Board of Regents, (614) 466-5810*

Linking Ohio's education work-force training programs to be more responsive to business' and industry's needs

- Ohio's **Adult Vocational Education Full-Service Centers** and **Enterprise-Ohio** are two skills training programs designed to meet the needs of our state's business and industry. The 32 full-service centers enhance vocational education through agency networking, comprehensive assessments, program evaluation, and professional staff development. Enterprise-Ohio is a consortium of two-year technical and community colleges that encourages sharing resources and providing work-force training programs. This program is currently conducting a baseline study of its work with adults in business and industry to further understand the need for basic skills education within Ohio's employed work force. Results from this study will be included in Ohio's 1994 goals progress report.

  Contact: *Ohio Department of Education, (614) 466-2562*
  Ohio Board of Regents, (614) 752-9538

- Ohio businesses and industries validated 60 occupational-competency lists that were then used for curriculum development in the first phase of the Ohio Competency and Analysis Profile (OCAP) project. Phase Two of OCAP is now in progress as the **Work-Keys Project** being conducted by the Ohio Department of Education with assistance from the American College Testing Services. Work-Keys is designed to verify the skills needed for success in various vocational training programs and their respective occupations. This is an integral part of the written action plan to accelerate the modernization of vocational education, *Ohio's Future At Work.*

  Contact: *Ohio Department of Education, (614) 466-2562*

- Ohio's **School-to-Work Initiative** is designed to support programs that will help our youth make a more effective transition from high school to career-oriented work or further education. The Ohio Departments of Education and Development, in partnership with the Bureau of Employment Services and the Board of Regents, are currently identifying demonstration projects to serve as learning laboratories. A state team comprised of representatives from business, labor, education, numerous state agencies, the Governor's Office, and the legislature will review the progress of these projects as well as current research and other models being tested throughout the nation.

  Contact: *Ohio Bureau of Employment Services, (614) 644-5407*

- Ohio's **Corrections Apprenticeship Training Program** is now in its second year and is working with 1,200 inmates in the state's adult correction system. The goals of this effort are to help prepare incarcerated offenders for gainful employment upon release and to reduce the likelihood of reinstitutionalization. This effort is cosponsored by the Ohio Department of Rehabilitation and Correction and the Grand Lodge Prince Hall Masons.

  Contact: *Ohio Department of Rehabilitation and Correction, (614) 877-4345*

- Ohio is one of five lead states participating in the **National Skills Standards Project** for the Metalworking Industry, organized by the Council of Great

Lakes Governors in cooperation with the National Tooling and Machining Association. Funded by the U.S. Department of Labor, the skills needed for major metalworking occupations will be identified. Participating states will then establish mechanisms for assessing and certifying skills attainment in their educational and work-force training systems. This project will ensure that the Great Lakes states—including Ohio—maintain their competitive position by developing "portable" skills in the metalworking industry to be recognized throughout the region.

☎ Contact: *Office of the Governor, (614) 644-0793*

What Ohio Needs To Do

Ohio is moving in the right direction. Actions are being taken to better coordinate our education and work-force training programs. If we are to achieve Goal 5, Ohio still must do the following:

- Identify and implement local projects that support the recommendations included in the Governor's Human Resources Investment Council's report, *Jobs: Ohio's Future*, in order to obtain further knowledge and experience as Ohio begins to establish an integrated human resources investment system. Such initiatives will include school-to-work demonstration projects and model workplace literacy programs.
- Further advance program articulation and coordination between Ohio's adult vocational education, two-year college, and baccalaureate education programs.
- Continue dialogue between the Ohio Department of Education and others to develop an integrated strategy for disseminating the results obtained through the Ohio Adult Literacy Survey to diverse audiences. Information needs to be targeted to the general public, state legislature, policy and business leaders, educators, and service providers. Establish and maintain interagency support and participation for planning and conducting future surveys.
- Use the results of the 1992 Ohio Adult Literacy Survey, the Enterprise Ohio baseline study, and other appropriate resources to assist in establishing meaningful and measurable objectives for determining Ohio's continued progress on Goal 5.
- Use the Ohio Literacy Resource Center to effectively support adult literacy, family literacy, and work-force programs statewide by identifying successful adult literacy practices and exploring their applicability.
- Increase the involvement of community-based organizations in efforts to support adult literacy and work-force programs. This can be accomplished by building successful community literacy coalitions similar to the Greater Cleveland Literacy Coalition, Project READ in Dayton, The Literacy Initiative in Columbus, and the Literacy Network of Greater Cincinnati.

What Can I Do?

Families

- Be a lifelong learner, and provide a home environment conducive to learning.
- Talk with your children and others in your family about the skills you use on the job.
- Volunteer your help and that of your family in local community service programs.
- Register to vote and encourage other family members who are eligible to do so as well. Take your children with you when you vote.
- Participate in a literacy program in your community; call your local library or the Ohio Literacy Network (OLN).

  ☎ Contact: *OLN, (800) 228-7323*

Businesses

- Become a "learning organization," where everyone is involved in raising skill levels. Provide appropriate incentives to encourage lifelong learning among your employees by making education and training programs available at your business or industry site and by offering tuition reimbursement benefits.
- Determine the literacy achievement levels of your staff. Provide a workplace literacy program for those employees who need such a service.
- Contact the Ohio Bureau of Employment Services for resources and information about outstanding workplace literacy and training programs that have received the Governor's Workplace Literacy Awards.

  ☎ Contact: *Ohio Bureau of Employment Services, (614) 466-0582*

Communities

- Identify your community's literacy needs, resources, and gaps in services. Contact your local literacy councils and/or the Ohio Department of Education's section of Adult Basic and Literacy Education (ABLE) for information on literacy programs in your area.
- Build local and regional networks among literacy providers, educators, and businesses to maximize your available resources and ensure programs are relevant to the needs of citizens, employees, and employers in your community.
- Adopt quality standards for all literacy programs.

  ☎ Contact: *Ohio Department of Education, (614) 466-5015*

BEST COPY AVAILABLE

Goal 6: ***By the year 2000, every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.***

Providing safe, drug-free learning environments will help to ensure that every Ohio child has the opportunity to achieve to his or her fullest potential. As is true for every goal, Ohio's most successful efforts in Goal 6 have been collaborative ones. State and federal programs, schools, law enforcement agencies, and other community organizations must now join together to better target their resources in this area.

To accomplish Goal 6, Ohio is committed to the following objectives:

- Implement in every school district in this state—for students from kindergarten through grade 12—a comprehensive system for preventing violence and victimization.
- Communicate and enforce a firm, fair, and consistent student discipline policy in Ohio's schools.
- Strictly enforce Ohio laws banning deadly weapons in our schools.
- Encourage partnerships between parents, businesses, law enforcement, and other community groups that focus on achieving drug-free and violence-free schools and communities.
- Implement in every Ohio school district—for students from kindergarten through grade 12—a comprehensive prevention and education program about tobacco, alcohol, and other drug use.
- Establish and implement in every Ohio school a firm, fair, and consistent policy for students and staff regarding the use, possession, and distribution of tobacco, alcohol, and other drugs.
- Implement statewide alcohol and other drug prevention goals to include: increasing abstinence from alcohol and illicit drug use; deferring the onset of alcohol use; eliminating high-risk use of alcohol and other legal drugs by individuals; and impacting environmental risk factors that influence alcohol and other drug use in communities.

Goal 6 Benchmarks

Percent of students who carried a gun, knife, or club on school property within the past 30 days

1992-93	9.0%
1999-2000	0%

Percent of students who were suspended, expelled, and truant

(Statewide EMIS data are not available at this time but will be included in Ohio's 1994 report.)

Percent of students who used the following substances on school property within the past 30 days

Cigarettes

1992-93	12.0%
1999-2000	0%

Chewing tobacco or snuff

1992-93	6.9%
1999-2000	0%

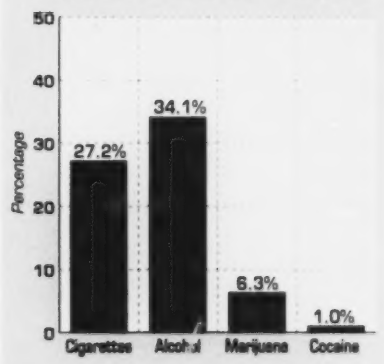
Alcohol

1992-93	4.6%
1999-2000	0%

Marijuana

1992-93	4.0%
1999-2000	0%

Percent of high school students who reported first use prior to age 13



Where Ohio Stands

Assessing Ohio's progress in establishing safe, drug-free environments

The Centers for Disease Control's Youth Risk Behavior Survey (YRBS) was recently administered to a sample of Ohio students in grades 9 through 12. The purpose of this survey is to provide Ohioans with pertinent data on students' perceptions of safety and the prevalence of health-risk behaviors such as alcohol, tobacco, and other drug use. This survey will be repeated in 1995, 1997, and 2001, thus providing important information on Ohio's progress toward Goal 6. The YRBS results in this document reflect, in most cases, activity occurring 30 days prior to the administration of the survey either (a) "on school property," or (b) "in general," which could be on or off school property. Only the data about occurrences on school property have been identified as the benchmarks for Goal 6.

Other YRBS indicators related to creating safe, disciplined, and drug-free schools that will be studied include being threatened with a weapon, physical fighting, ease of obtaining drugs on school property, and perceptions of safety. This more in-depth information will be published at a later date. (Sources: Youth Risk Behavior Survey, 1993; Ohio Department of Education, 1993)

Ohio's Education Management Information System (EMIS) will also be used to measure our state's progress on Goal 6 with statewide statistics on student suspensions, expulsions, and truancy. This system is currently being phased in; statewide data are not yet available, but will be included in next year's report.

Providing a more comprehensive view of the problem

As stated above, indicators chosen as Ohio's benchmarks for this goal are those that pertain specifically to the school environment. The benchmarks established for the year 2000 are based on reducing to 0% the occurrences on school property in all categories to reflect the intent of Goal 6. However, violence and drug use are social issues that affect the entire community, not just the school environment. For this reason, YRBS data pertaining to use in general are also being reported. All segments of society must be involved in creating safe, drug-free communities for our youth. Compare the following data for general activity to the data for activity on school property reported in the Goal 6 benchmarks.

- 21% of Ohio students participating in YRBS carried a gun, knife, or club within the past 30 days.
- 29.7% of Ohio students participating in YRBS used cigarettes within the past 30 days; 12.4% used chewing tobacco or snuff; 46% used alcohol; and 16.1% used marijuana.

In order to obtain information on alcohol, tobacco, and other drug use for younger Ohio students, the Parent Resource Institute for Drug Education (PRIDE) survey was administered to fourth, sixth, and eighth graders. Except for an unexpectedly high rate of inhalant use (gasoline, glue, etc.) among Ohio's fourth-grade students (7.9% for Ohio, 5.4% nationally), the results of the PRIDE survey indicate that Ohio students in grades four, six, and eight generally consume tobacco, alcohol, and other drugs at lower annual rates than students in the rest of the nation. (Source: PRIDE Survey, 1993)

What Ohio Is Doing

Numerous innovative programs have been developed to ensure Ohio's continued progress toward achieving safe, drug-free schools. Those listed below are state initiatives designed to meet the objectives identified previously for this goal. Individual schools and communities have also developed local strategies for achieving Goal 6, and every Ohio school district has now formed a community advisory council on tobacco, alcohol, and other drug education and prevention activities.

Creating safe, disciplined learning environments for Ohio's students and teachers

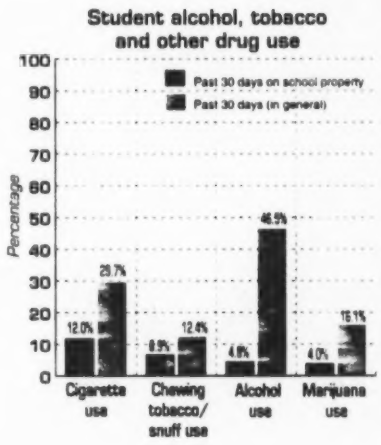
- In August 1992, Ohio's State Board of Education passed a resolution stating its philosophical opposition to corporal punishment. The Board encourages school districts to develop and use alternative forms of discipline in order to maintain positive learning environments.
- During the 1992-93 school year, 14 school teams from around the state participated in the **Ohio Classroom Management Project** sponsored by the Ohio Department of Education. This project develops a positive, proactive approach to discipline through a problem-solving process that analyzes all the components of the school that impact discipline. Each team must include an administrator, teacher, and community member.

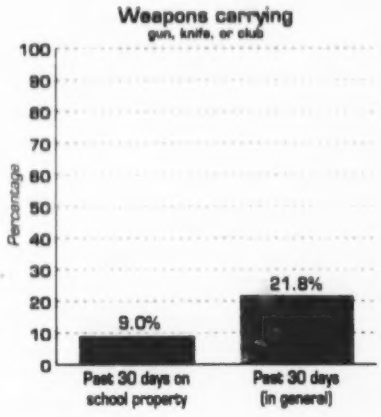
  Contact: *Ohio Department of Education, (614) 466-2650*
- The Ohio Department of Alcohol and Drug Addiction Services (ODADAS) sponsors violence prevention training for counselors, prevention specialists, school personnel, and criminal justice staff. The training features the effective nonviolence coping skills of the Oakland Men's Project, a nonprofit organization based in California. **Ohio Violence Prevention Process (OVPP)** volunteers are available upon request to conduct training.

  Contact: *Ohio Department of Alcohol and Drug Addiction Services, (614) 466-3445*
- **Ohio's Commission on Dispute Resolution and Conflict Management (OCDRCM)** has been collecting data to determine the effects of its pilot programs. A preliminary analysis of this information indicates such positive changes as higher confidence in participating students' communication skills; improved likelihood of acting independently of peers; increased willingness to talk rather than fight about a problem; better knowledge of nonviolent options to resolve a conflict; and decreases in disciplinary actions (detentions, suspensions, and expulsions). OCDRCM has increased awareness about conflict resolution programs by conducting workshops to introduce more than 700 school personnel to these concepts.

  Contact: *Ohio Commission on Dispute Resolution and Conflict Management, (614) 752-9595*
- As of April 1993, over 200 individual Ohio schools had incorporated conflict resolution knowledge into their curricula and/or modified their disciplinary policies to encourage students to solve problems on their own or with the help of peer conflict managers. Dozens of these student "conflict managers" report that they have helped resolve problems that otherwise may have resulted in violence.

  Contact: *Ohio Commission on Dispute Resolution and Conflict Management, (614) 752-9595*





Working in partnership to achieve drug-free schools and communities in Ohio

- The **Ohio Prevention and Education Resource Center (OPERC)** is the state clearinghouse for prevention education information, materials, and training about tobacco, inhalants, alcohol, and other drugs. This service is provided by the Ohio Department of Alcohol and Drug Addiction Services and the Ohio Department of Education to assist teachers, drug-free school coordinators, community agency professionals, youth, parents, businesses, and others in developing and implementing prevention and education programs in schools, homes, workplaces, and the community. State-of-the-art information is available at three regional resource centers in Cleveland, Columbus, and Cincinnati on such topics as drug education, life-skills development, parent training, drug-exposed infants, media campaigns, community organization, youth empowerment, peer programs, and mentoring.

  ☎ Contact: *OPERC, (800) 788-7254*

- The Governor's portion of the Drug-Free Schools and Communities Act funds provides grants to school-based and community-based tobacco, alcohol, and other drug prevention programs. For example, Head Start agencies have expanded their programming to include prevention services for preschoolers, parents, and Head Start staff.

  ☎ Contact: *Ohio Department of Alcohol and Drug Addiction Services, (614) 466-3445*

- **Ohio Parents for Drug-Free Youth** is working to empower and support parents in raising their children free from tobacco, alcohol, and other drugs. Activities supported by this statewide organization include awareness-raising projects, networking, training and technical assistance, community mobilization, and advocacy. A "Volunteer in Prevention" in every county leads local efforts.

  ☎ Contact: *Ohio Parents for Drug-Free Youth, (614) 268-6255*

- The **Ohio National Guard,** in initiating more than 100 adopt-a-school relationships statewide, involved guard personnel as volunteers supporting school-based prevention activities. The National Guard's plans included building support programs—in collaboration with identified schools—to enhance their prevention programs.

  ☎ Contact: *Ohio National Guard, (614) 889-7070*

- The **Ohio Network: Training and Assistance for Schools and Communities (ON TASC)** works with school administrators, teachers, and community leaders across the state to help solve local problems involving alcohol and other drugs. School and community teams are trained to design prevention plans to address the special needs of their own communities. Ohio students from schools participating in ON TASC report decreased use of alcohol and other drugs.

  ☎ Contact: *ON TASC, (216) 759-0550*

- Held in Ohio, the 1993 **PRIDE World Drug Conference** attracted over 10,000 participants from the United States and other countries. A statewide advisory committee worked to ensure that Ohio was well represented at this

All 611 school districts in Ohio participate in the **Drug-Free Schools and Communities Act** grant program from the U.S. Department of Education. Applications for these funds outline districts' comprehensive drug prevention and education program. The Ohio Department of Education conducts regional workshops to assist Drug-Free Schools district coordinators in developing their districts' comprehensive education and prevention plans. Every school district's policies for students and staff regarding use, possession, and distribution of alcohol and other drugs is currently being reviewed by the Ohio Department of Education.

☎ *Contact: Ohio Department of Education, (614) 466-2471*

important conference. Over 4,000 Ohio parents, students, school staff, and representatives of community groups attended. The purpose of the conference was to discuss effective strategies for decreasing the use of alcohol and other drugs.

- The Ohio Department of Alcohol and Drug Addiction Services (ODADAS) worked with the **Partnership for a Drug-Free America** to develop a comprehensive antidrug media campaign for Ohio. Professional public service announcements promoting a new statewide 1-800-number offer easy access to drug prevention materials. More than 125 television, radio, cable, print, and outdoor media representatives have joined in support of this multimedia attack on drugs.

  ☎ Contact: *Ohio Partnership for a Drug-Free America, (800) 843-4971*

- **ODADAS' Teen Institute** (TI), introduced in Ohio in 1965 as one of the nation's first alcohol and other drug prevention programs, has served as a national model for community-based prevention using peer leadership. TI offers an annual six-day training event that teaches Ohio teens to implement effective alcohol, tobacco, and other drug prevention projects in their schools and communities throughout the year. TI also provides training for adults interested in guiding teens to live positive drug-free lives.

  ☎ Contact: *Ohio Department of Alcohol and Drug Addiction Services, (614) 466-3445*

- Ohio currently has 13 **Center for Substance Abuse Prevention** (CSAP) community partnerships. The purpose of these partnerships is to enhance existing alcohol and other drug abuse prevention programming; to encourage and promote effective new prevention initiatives; to plan and coordinate community activities; to identify and address gaps in prevention services; and to promote maximum cost effectiveness by sharing information and resources.

  ☎ Contact: *Ohio Department of Alcohol and Drug Addiction Services, (614) 466-3445*

- The **Drug Abuse Resistance Education** (**D.A.R.E.**) program aims to equip Ohio's youth with the skills needed to resist peer pressure to experiment with and use tobacco, alcohol, and other drugs. Five hundred forty-one law enforcement officers have been trained to provide D.A.R.E. classroom instruction to elementary and secondary students in 1,064 schools in Ohio.

  ☎ Contact: *Ohio D.A.R.E. Association, (614) 761-9498*

- Numerous state and federal agencies are helping to deliver the message supporting alcohol and other drug prevention. For example, the Ohio Department of Public Safety has several programs that have proven effective in raising awareness about problems related to alcohol and other drug usage among Ohio's youth. These include the **Highway Safety Youth Board, Students Against Drunk Driving (SADD), Student Athletes Detest Drugs, Ohio Troopers Coalition's Bears Against Drugs (B.A.D.)**, the **Governor's Athletes Program**, and the **Lieutenant Governor's Council on Youth and Impaired Driving**. In addition, the Ohio Department of Liquor Control has distributed **HOOLA the Hippo**, an interactive video program for third through sixth graders designed to help them make the decision to avoid alcohol and other drugs.

  ☎ Contact: *Ohio Department of Public Safety, (614) 466-3250*
  Ohio Department of Liquor Control, (614) 644-2556
  Office of the Lieutenant Governor, (614) 466-3396

Prevention is a pivotal strategy in most major disease intervention. Alcohol and other drug abuse is not an exception.

Prevention is our investment in the future—to promote good health now and for coming generations. Healthy communities produce healthy, strong, and resilient individuals capable of making positive lifestyle choices. Share the good news!

Vivian L. Smith
Center for Substance
Abuse Prevention

What Ohio Needs To Do

The following is a list of activities designed to lead to safer, more disciplined, drug-free environments for Ohio's children and youth.

- Provide training to school teams to develop a comprehensive approach to school discipline. Teams—including students, parents, and community representatives—should focus on all factors that affect discipline. School teams should prioritize needs, establish goals, and implement a plan that results in a commitment to creating safe schools that are conducive to learning. Firm, fair, and consistent discipline policies that result in the development of student self-discipline should be a part of this plan.

- Increase the resolution of minor disciplinary problems through cooperative negotiation or student peer mediation by involving students in defining and directing programs for their needs.

- Develop a collection of resources and information related to conflict resolution, victimization, sexual harassment, and violence prevention programs in Ohio's schools. Gather and disseminate evaluations of those programs.

- Encourage the development of a written memorandum of understanding between schools and law enforcement agencies setting forth the parameters of enforcing Ohio's laws on school property and at school functions.

- Strengthen existing community advisory councils to further broaden community involvement among media, law enforcement, parents, youth, religious leaders, businesses, and government.

- Assemble a state-level resource team comprised of representatives of the Ohio Departments of Education and Alcohol and Drug Addiction Services, the Ohio Prevention and Education Resource Center, and Ohio Parents for Drug Free Youth. This technical assistance team will pilot efforts in one or two school districts to develop a comprehensive prevention program. The results will then be used to finalize the composition and function of this technical assistance team and its support services to other districts.

- Include activities that develop problem solving, decision making, and other life skills in Ohio's revised school health course.

- Incorporate tobacco, alcohol, and other drug abuse prevention information and classroom management education as requirements for teacher certification in Ohio.

We must make "Prevention works!" our rallying cry in every community in America.

–Antonia C. Novello, M.D.
Former U.S. Surgeon General

- Continue to increase the number of drug-free and weapon-free school zones in our state.

- Develop standards and guidelines for a model student assistance program in schools for students exhibiting at-risk behaviors.

- Expand Ohio's parent-education programs to include both current and future parents, and incorporate information on effective discipline techniques and conflict-resolution strategies to enhance their skills in enabling their children to be responsible and drug-free.

- Evaluate the impact that suspension and expulsion from school have on students, and develop alternative approaches to discipline that keep high-risk youth in school.

Working together, each of us can help to achieve Goal 6. A shared vision and partnership for a drug-free, safe environment must be created in every Ohio community.

Hope Taft
Ohio Parents for Drug Free Youth

Too many of our communities are affected by the scourge of drugs and violence...All of us—parents, teachers, students, and administrators as well as government agencies, businesses and other institutions—have an essential role to play in this critical challenge.

Richard W. Riley, Secretary
U.S. Department of Education

Families

- Lead by example; everyone is a role model.
- Give frequent and tangible expressions of love, care, and support to your children, and make time for school activities.
- Communicate a clear "no use" message regarding tobacco, alcohol, and other drugs to underage youth.
- Educate yourself on the harmful effects of tobacco, alcohol, and other drug use and how to identify the symptoms of use.
- Volunteer as a family on "helping projects" where children and parents work together to help others in need.

Businesses

- Help provide a mentor for every at-risk child who needs and wants one.
- Develop and implement a drug-free and tobacco-free workplace.
- Adopt a school in your community; sponsor it as a drug-free, weapon-free zone.
- Encourage an atmosphere of dialogue, trust, and open communication regarding alcohol and other drug use in your business, and support parent education programs for your employees.
- Ensure that your community offers a range of support services for families and structured, adult-led activities for youth.

Communities

- Ensure that a wide range of support services are available to and used by families who need and want them, including programs that promote parenting skills.
- Ensure that youth in your community have a wide range of structured, adult-supervised activities and helping projects in which to be involved.

Schools

- Create an environment of participation and cooperation with parents, business, law enforcement, concerned citizens and the community at large.
- Provide ongoing training in drugs and violence prevention for the students, teachers, and staff of your school.
- Maintain kindergarten through twelfth-grade prevention programming in your school that is effective in multiple areas of risks, including substance abuse, violence, suicide, depression, vehicle safety, and social competencies.
- Require volunteer service programs for all your students that will provide opportunities both to help and for personal reflection on the meaning of service.

Appendix

Table 1
Ohio Ninth-Grade Proficiency Tests
Estimated Cumulative Percentages Passing After Six Attempts*
Graduating Class of 1994, by Racial and Ethnic Groups and Gender

	Writing	*Reading*	*Mathematics*	*Citizenship*
Male	97%	98%	91%	96%
Female	99%	98%	85%	95%
African American	98%	97%	68%	89%
American Indian	97%	97%	81%	92%
Asian	96%	93%	91%	93%
Hispanic	97%	95%	79%	90%
White	98%	98%	91%	96%
TOTAL	98%	98%	88%	95%

* Calculations are based on the sum of the cumulative number of students who have passed the test to date and the number of students who took, but did not pass, the test in March 1993.

Table 2
Ohio Ninth-Grade Proficiency Tests
Estimated Cumulative Percentages Passing After Four Attempts*
Graduating Class of 1995, by Racial and Ethnic Groups and Gender

	Writing	*Reading*	*Mathematics*	*Citizenship*
Male	94%	94%	83%	90%
Female	99%	96%	76%	89%
African American	94%	91%	50%	76%
American Indian	90%	87%	55%	72%
Asian	92%	88%	83%	84%
Hispanic	94%	90%	63%	78%
White	97%	96%	84%	92%
TOTAL	96%	95%	80%	90%

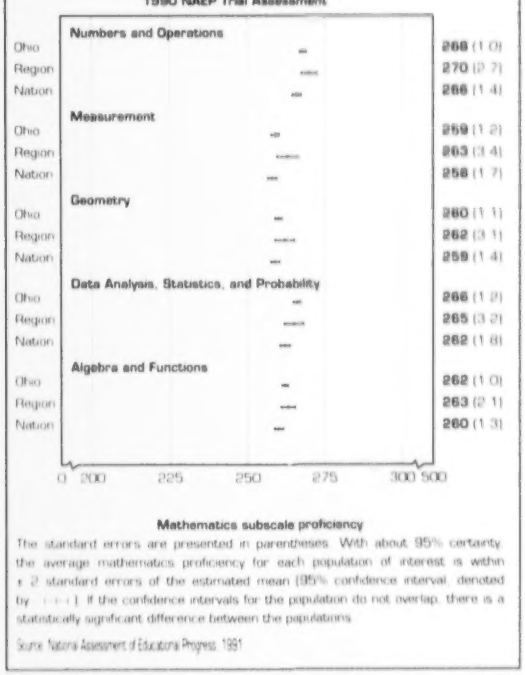
* Calculations are based on the sum of the cumulative number of students who have passed the test to date and the number of students who took, but did not pass, the test in March 1993.

Table 3
Ohio Ninth-Grade Proficiency Tests
Estimated Cumulative Percentages Passing After Two Attempts*
Graduating Class of 1996, by Racial and Ethnic Groups and Gender

	Writing	*Reading*	*Mathematics*	*Citizenship*
Male	79%	83%	70%	81%
Female	93%	89%	61%	80%
African American	77%	72%	31%	59%
American Indian	73%	64%	36%	56%
Asian	87%	82%	72%	78%
Hispanic	81%	73%	42%	63%
White	88%	89%	72%	84%
TOTAL	86%	86%	66%	80%

* Calculations are based on the sum of the cumulative number of students who have passed the test to date and the number of students who took, but did not pass, the test in March 1993.

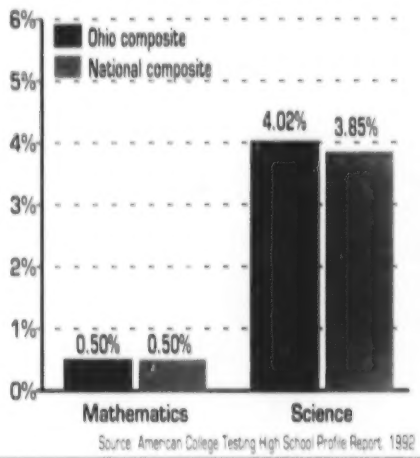
Figure 1
Eighth-grade public school mathematics content area performance



The standard errors are presented in parentheses. With about 95% certainty, the average mathematics proficiency for each population of interest is within ± 2 standard errors of the estimated mean (95% confidence interval, denoted by [---]). If the confidence intervals for the population do not overlap, there is a statistically significant difference between the populations.

Source: National Assessment of Educational Progress, 1991

Figure 2
College-bound high school seniors planning majors in mathematics and science



Source: American College Testing High School Profile Report, 1992

Table 4

Degrees awarded in mathematics and science in Ohio 1989 to 1991

	Bachelor's	Master's	Doctorate
1988–1989			
Mathematics	573	247	26
	1.27%	1.86%	1.57%
Science	2,255	535	274
	4.99%	4.03%	16.53%
Subtotal (mathematics and science)	2,828	782	300
	6.26%	5.89%	18.09%
Total (all disciplines)	45,175	13,272	1,658
1989–1990			
Mathematics	553	246	36
	1.17%	1.83%	2.06%
Science	2,203	520	307
	4.65%	3.87%	17.57%
Subtotal (mathematics and science)	2,756	766	343
	5.82%	5.70%	19.63%
Total (all disciplines)	47,383	13,443	1,747
1990–1991*			
Mathematics	606	202	30
	1.29%	1.52%	1.84%
Science	2,176	490	344
	4.62%	3.69%	21.08%
Subtotal (mathematics and science)	2,782	692	374
	5.90%	5.21%	22.92%
Total (all disciplines)	47,127	13,279	1,632

NOTE: Percentages reflect degrees awarded in mathematics and science as a proportion of degrees awarded in all disciplines.

Percentages include students who are nonresident aliens.

SOURCE: Integrated Postsecondary Education Data System, 1989-1991

*estimated

Table 5

Definitions

Minority students: students who are Black (non-Hispanic), Hispanic, Asian/Pacific Islander or American Indian/Alaskan, not including nonresident aliens or Caucasian students

Math: includes general mathematics, actuarial science, applied mathematics, pure mathematics, statistics, and other specialized areas of math

Science: includes biological sciences (biology, biochemistry, biophysics, botany, cell and molecular biology, microbiology, zoology, and other specialized areas of the life sciences) and physical sciences (astronomy, astrophysics, meteorology, chemistry, geology, physics, planetary science, and other specialized areas of the physical sciences)

Source: Integrated Postsecondary Education Data System

Figure 3

The Ohio Early Mathematics Placement Testing (EMPT) Program Growth Data 1978–1991

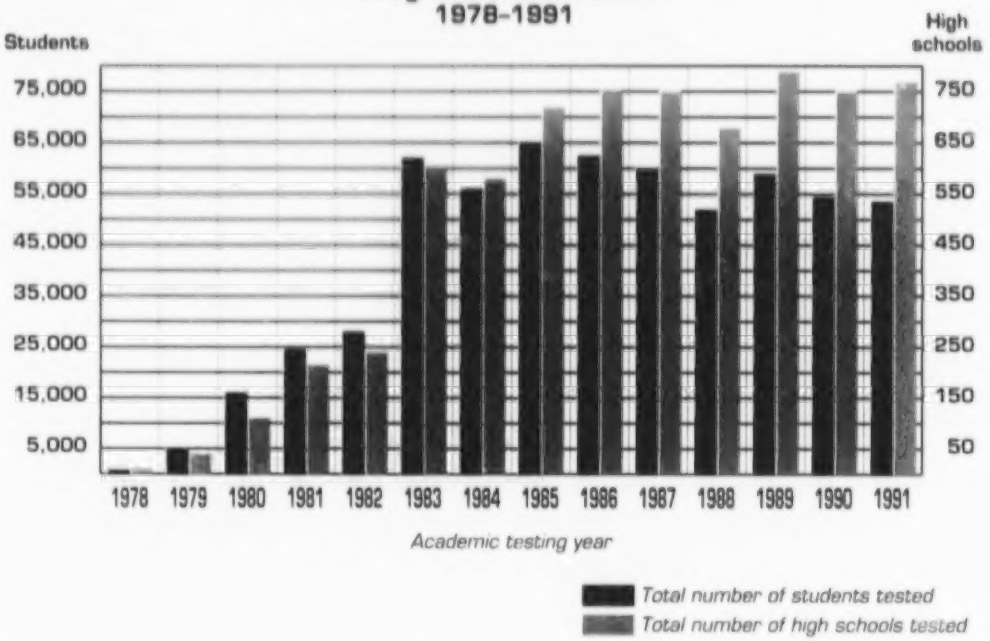
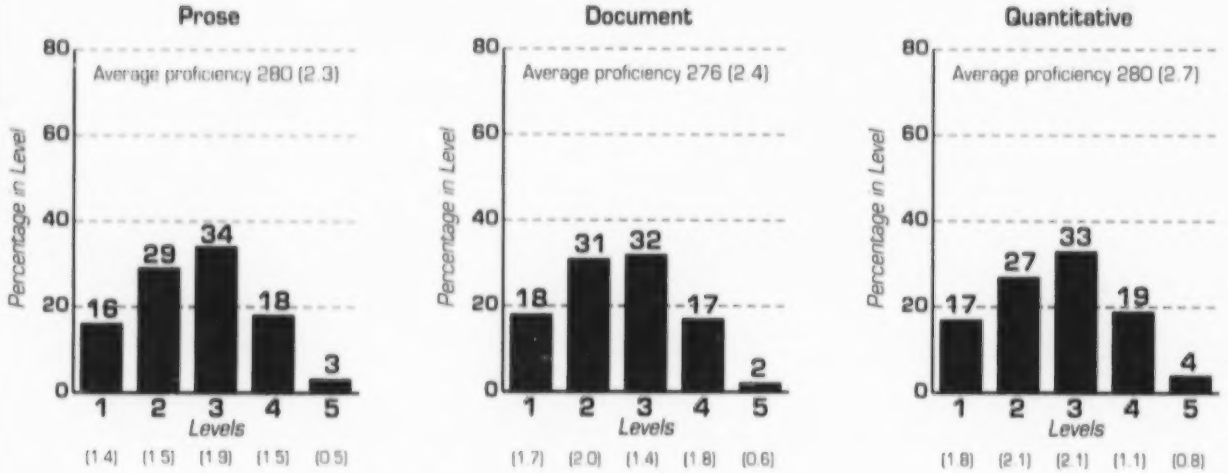


Figure 4

Ohio Adult Literacy Survey 1992 Average Literacy Proficiencies



Values in ( ) = standard error of estimate

Level 1 (0 to 225) Level 2 (226 to 275) Level 3 (276 to 325) Level 4 (326 to 375) Level 5 (376 to 500)

Acknowledgments

Ohio's third annual progress report on the six national education goals continues to be a cooperative effort between our state's public and private institutions.

The Governor appreciates the extensive work of all those individuals and organizations who lent their expertise, knowledge, and support to this important initiative. State agencies providing services to Ohio's children, youth, and adults participated in addition to representatives of numerous community organizations, businesses and industries. As indicated in the report, strengthening such partnerships is critical if our state is to reach the benchmarks established for each of the six goals.

While it is not possible to mention everyone contributing to this document, Superintendent of Public Instruction Ted Sanders and Chancellor Elaine H. Hairston merit special thanks for their outstanding contributions as well as the following committee members:

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The Cleveland Foundation
The Martha Holden Jennings Foundation

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